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ABSTRACT

The six chapters in this publication describe the scope of school/business partnership activity in the Commonwealth of Massachusetts. Following the first chapter's introductory remarks, chapter 2 outlines methodology for the research project. Surveys were sent to superintendents of schools and to various businesses thought likely to be involved in partnerships. If some form of coordinated plan at the system level was indicated in responses from nonvocational schools, follow-up calls were made. Ultimately, six sites were identified for modified case study investigation. Data were also gathered at a seventh site to illustrate a community/business educational partnership. The research effort concluded with three workshops, at which preliminary findings were shared and local concerns about and experiences with partnerships were expressed. Chapter 3 of the report provides an in-depth look at the six partnerships, each of which illustrates a different type of partnership organization. Chapter 4 provides profiles of schools with coordinated efforts, a listing of school systems with business contracts, and a listing of vocational schools responding to the survey. Chapter 5 lists businesses involved in community educational activities and describes the Channel One program in Gloucester, Massachusetts, an educational partnership that organizes community resources to create projects for young people (such as building bus shelters and restoring historical burial grounds). Chapter 6 provides guidelines to aid in the development of successful partnerships and offers a list of print and organizational resources. (RH)

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CREATING SCHOOL-BUSINESS PARTNERSHIPS

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Fall 1983

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CREATING SCHOOL-BUSINESS PARTNERSHIPS

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Finally, we gratefully acknowledge the interest and response of the many school districts and businesses that contributed to this handbook. We continue to encourage other individuals to send additional information to:

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Fall 1983

Division of Curriculum and Instruction

The Commonwealth of Massachusetts
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1385 Hancock Street, Quincy, Massachusetts 02169

October, 1983

Dear Colleagues:

Community centered problem solving of educational issues has moved from the periphery to center stage as we increasingly understand the direct connections between education and training, and the quality and economic viability of American life.

School-business partnerships represent a creative response to some of the most pressing issues facing public schools. Many Massachusetts schools have already developed a wide variety of partnerships with the private sector that strengthen both the quality and character of education. I strongly encourage the growth of these partnerships.

This timely handbook was developed to assist local communities in developing school-business partnerships. It is my desire that the booklet will be a catalyst for those who are now initiating partnerships and will also serve as a vehicle for information exchange, and support and encouragement for those who are already actively involved in school-business partnerships.

Sincerely,

John H. Lawson
Commissioner of Education

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CHAPTER I

INTRODUCTION TO SCHOOL-BUSINESS PARTNERSHIPS

National Context

Discussion about public-private partnerships is steadily increasing on the national, state, and local levels. The endorsement by the national administration of public-private partnerships as a vehicle for addressing problems at the local level is a major factor in rising interest and activity. Two national groups have addressed issues related to increasing activity between schools and the business community. The development of public-private partnerships in American education was a major recommendation of the Task Force on Private Sector Initiatives created by President Reagan in 1981. The National Task Force on Education for Economic Growth, chaired by Governor James Hunt of North Carolina, was created specifically to address educational issues that will stimulate the development of more effective linkages between education and the world of work. Both groups recognized that the large gaps between work and education are counter-productive for the economic health of the nation.

Recent books such as *Megatrends* (1982) and *Global Stakes* (1982) outline a scenario which manifests our movement into the "Information Age." The emergence of new technologies produces new demands on both youth and adults. Education and training, then, become critical factors in the society's successful transition to the "Information Age."

The implications for us as a nation are that, more than ever before, the elements of each community's education and training system require close cooperation and understanding. Effective education may well hinge on a community's capacity to develop strong linkages among those who provide educational services, and schools will play a central role in these developments.

The emergence of school-business partnerships represent a logical outgrowth of the trend toward public-private partnership as a vehicle for developing educational linkages in the larger community.

School-Business Partnerships

Simply stated, school-business partnerships bring together school and business people to address educational problems. School practitioners in occupational education, guidance, vocational education and business education have long standing connections with local business. Organizations such as the National Association for Industry-Education Cooperation (NAIEC) have promoted relationships between schools and business since 1964. The history of American education, however, is characterized by cycles of attraction and isolation between schools and business.

In the last three years particularly, the trend towards public-private partnerships and the focus on education has generated renewed interest in school-business relationships. The renewed interest in school-business partnerships during the past three years, however, brings several new elements to the relationship between schools and business.

First, there is an effort to expand the populations reached by school-business partnership activities. The focus on additional populations has also demanded the creation of new types of activities to meet the needs of those involved. For example, traditional school-business activities have often focused on vocationally oriented high school youth who are planning to go directly into the workforce. Partnerships are expanding this focus to include college bound students, liberal arts students, junior high, middle school and elementary students. Partnership activities attempt to diminish the polarity between a "liberal arts" and a "technical" education. Rather, the concept that education is a bridge to the future is emphasized at all grade levels. Hence, inclusive general education is stressed. However, staff and administration of schools, staff of business firms, and other community people may have opportunities to benefit directly from partnership activities since many have been created for their own learning and advancement.

Secondly, school-business partnerships involve a wide range of people in the schools and community in the planning and implementation of partnership activities. The active involvement of superintendents, principals, guidance people and teachers of English, social studies, math and science in addition to occupational and vocational education staff is a major positive new feature.

On the business side, chief executive officers, vice-presidents and managers up and down the range of the business organizations are actively involved. A wide range of community people such as representatives of local government, labor, or human service agencies are also participating. This active involvement of diverse people from many sectors recurs as a key element.

The increasing use of cooperative or collaborative organizing strategies is a third new element of school-business partnerships. School-business relationships in the past were often characterized by one or two individuals coordinating efforts in their respective settings. Although effective programs continue to use this strategy, many partnerships are using cooperative or collaborative groups of school, business and community people to plan and direct activities. This type of organization contributes to generating new and creative ideas and broad support demanded by the expanded focus of school-business activities.

Expansion of populations served, broader involvement in planning and implementation of partnership activities and increasing use of cooperative or collaborative organizing principles are the elements that characterize recent school-business partnership developments.

There are probably more, and a broad literature describing school-business partnerships is beginning to emerge (see Bibliography). These elements, however, provide an initial framework for understanding the partnership movement.

Purpose

This publication is intended to provide concrete information to school people, business people and interested others about the scope of school-business partnership activity in the Commonwealth of Massachusetts. Activity exists at varying levels across the state ranging from partnerships in highly sophisticated forms to those that are only beginning to develop in any systematic way. The information in this booklet will stimulate ideas and provide access to resources that can promote partnership development.

CHAPTER II

METHODOLOGY OF THE RESEARCH PROJECT

In the fall of 1982, the Bureau of Student, Community and Adult Services in the Massachusetts Department of Education undertook a research project to collect information about school-business partnership activity in Massachusetts. Many school and business people have expressed interest in this topic but to date, there have been few efforts to compile information about the extent and nature of statewide efforts in this area.

Methodology of the Research Project

During the fall of 1982, surveys were sent to Superintendents in the Commonwealth of Massachusetts requesting information on the extent of school-business partnership activity in their school system. This survey was co-sponsored by the Massachusetts Association of School Superintendents. A similar survey was sent to various businesses which the Bureau had determined, via an inquiry letter, might be involved in partnerships.

Superintendents were asked to indicate what types of partnership activities were taking place in their system and at which grade level. In addition, they were asked to identify these activities as either a coordinated plan on the system level or as a result of contact initiated by individuals at the building level.

If some form of coordinated plan at the system level was indicated, telephone follow-up calls were made to a person identified as the appropriate contact. The purposes of the follow-up calls were to elaborate on the activities listed; to identify sample business partners; to determine how partnerships were coordinated or managed by the school system; and to identify people who could provide additional information to interested others.

Several vocational schools responded to the survey. It is well recognized that vocational-technical schools have an extensive history of school-business relationships and consequently are a source of leadership in this area. However, the purpose of the research project was to uncover the school-business partnership efforts currently in place in the non-vocational sector of the K-12 system. Hence the vocational-technical schools that responded to the surveys are listed but their partnership efforts are not discussed in detail. We again acknowledge the extensive work they have done in the development of school-business partnerships and refer the reader to the resources available through the Department of Education for an in-depth look at the relationship between vocational schools and businesses.

From the systems with coordinated plans, six sites were identified for modified case study investigation in order to provide a more in-depth view of the variety of ways school-business partnerships could be created and organized. The six sites were visited; interviews were conducted with key people; and additional written material from these projects was obtained.

A seventh site was selected to illustrate a community-business educational partnership. At this site, although schools were involved, they were not the focal institution. The partnership was created with a focus on business linked with a range of community representatives. This site was included as an example of the educational possibilities available within the wider context of public–private partnerships. Interviews, analysis of written materials and a site visitation were also conducted with this case.

Finally, three workshops were held throughout the state in three regional education centers of the Department of Education. At these workshops, teams of school-business people shared preliminary findings and expressed local concerns and experiences with partnerships.

Results

The results of the research done on school-business partnerships is summarized in the following chapters:

Chapter III: A Closer Look at Partnerships: Six Case Studies

The introduction to this chapter draws attention to organizational trends in partnership development. Following the introduction, there is an in-depth look at six partnerships, each of which illustrates a different type of partnership organization. Case studies include a detailed look at partnership development, origin, focus, management, structure, and program components.

Chapter IV: Development of Partnerships in Massachusetts

Of the 286 superintendents in Massachusetts, 135 returned surveys. Sixty-seven systems indicated that they were involved in a coordinated plan to implement or develop partnerships. Fifty-five systems indicated that their partnership activity was chiefly the result of business contacts initiated by various individuals. Thirteen vocational-technical schools responded. The data is contained in the following sections:

A: Profiles of Schools with Coordinated Efforts

Each school system indicating involvement in a coordinated plan is profiled. The profile contains a descriptive summary of activities being conducted in the system, a description of how these activities are managed, and a contact person for that system. Each profile lists selected business partners. However, in most cases, these businesses represent only a few of the businesses that are involved in the partnership.

The partnership activities for each profiled system are indexed according to the four major categories of activities that emerged from the data. They are as

follows:

- Activities occurring in school settings
- Activities occurring in business settings
- Resource sharing
- Participation in school governance

B: School Systems with Business Contacts

A listing is provided of each school system that indicated business contacts. These contacts, however, are not yet coordinated into a systematic partnership plan. A contact person is identified in each of these systems for follow-up contact.

C: Vocational Schools

A listing is given of each vocational school that responded to the survey. A contact person is provided for each.

Chapter V: Community-Business Educational Partnership

This chapter describes the Channel One program in Gloucester, Massachusetts, an educational partnership with business that involves and extends beyond the school system. Massachusetts companies that have indicated some involvement in educational activities in the larger community are also included in this section. This list, however, is by no means inclusive of every business in Massachusetts involved in partnership activity.

Chapter VI: Summary: Keys to Successful Partnerships

The summary contains brief suggestions gleaned both from the case studies and from the discussions in the regional workshops about building partnerships. The summary identifies important elements in partnership development and effectiveness.

CHAPTER III

A CLOSER LOOK AT PARTNERSHIPS: SIX CASE STUDIES

Trends in Partnership Organization

School-business partnerships begin in a variety of ways; as school-based initiatives, by representatives of business, as offshoots of the Chamber of Commerce, or as spin-offs from already existing advisory organizations or established programs. There is no "typical" pattern that describes the development of a partnership.

There are, however, some noticeable trends. Nationally and in Massachusetts, partnership efforts have at their core some form of cooperative/collaborative group. These groups are either created or they evolve from already established cooperative/collaborative organizations. This trend appears to be a natural outgrowth of partnership goals since the major goal of many school-business partnerships is to help solve educational, training, and economic development problems that affect an entire community.

Many school-business partnerships find that an action-oriented governing council with representatives from major community institutions promotes partnership efforts across the community. Single institutions or individuals are not as effective in solving complex problems that cut across institutional boundaries.

These action-oriented groups develop a collaborative character as representatives of the various sectors work together to solve problems. Although there are no totally generalizable characteristics of collaborative organizations, Gold, Jung and Bushnell (1982) note these general elements:

- Since a collaborative is intended to serve the interests of at least two sectors (schools and business), members are involved as equal partners. Many partnerships also include representatives of other education agencies in the community such as human service agencies and recreation agencies, local government and labor organizations.
- Although stimulus for the partnership may come primarily from one sector, eventually the group itself takes on responsibility for its own continuity and no one sector or institution sets the group's agenda.
- Partnerships are usually action oriented. They develop their own analysis and response to community needs. Some partnerships provide direct service while others act primarily as catalysts or brokers for existing programs.
- Partnership members share responsibility for decision-making and implementation of the partnership agenda. Individuals representing various organizations in the partnership must be able to speak for, and exert leadership on behalf of their home organization.
- Partnership activity is sustained by a formal but flexible organizational structure and often with assistance from a staff director or coordinator.

Cooperative/collaborative efforts are developmental in nature and proceed through stages. Partnerships should match the mutual needs, skills, time constraints and resources of their various organizational constituencies. As a complex organization, a cooperative/collaborative partnership effort requires, among other things, skill, trust, and an awareness of the time framework necessary to develop as a viable organization.

Of the six case studies that follow, four represent very different local collaborative efforts, one is an effort coordinated primarily by a business sector group, and one is coordinated by a single individual in the schools. All of these models represent viable partnership programs and illustrate the range of school-business partnerships in the state.

A: Business-Education Collaborative

Business-Education Collaborative
31 North Washington Street
North Attleboro, MA 02760
Val Boudreau, Chairperson

Description of the Area

The Business-Education Collaborative (BEC) involves ten school systems and six large businesses in a geographical area in southeastern Massachusetts ranging from Attleboro to Norwood. The region is characterized by manufacturing, refining, metal work and jewelry industries and a growing number of high tech companies.

Program Focus

The goal of the Business-Education Collaborative is to pool and share resources among its member organizations which are school systems and businesses. The purpose of this sharing is to make the educational experience of young people in the area more effective, particularly in career education. BEC members share a common belief that organizing collaboratively enables them to accomplish a wide range of activities including improving communication between the business and education members, coordinating career awareness opportunities for teachers, planning curriculum for students, and locating and securing used equipment for the schools.

Origin of the Partnership

The initiation of what later emerged as BEC began in September of 1980 through the efforts of the Foxboro Company and the Attleboro Chamber of Commerce. A group of educators and business people met to discuss mutual needs and concerns. Each of the people at the initial meeting brought additional individuals to subsequent meetings and discussions continued. At the January meeting, the Superintendent of the Attleboro schools made a presentation outlining the future directions for school-business partnerships relative to career education. Basically, this was an exploratory period in which ten company representatives, the Attleboro Chamber of Commerce, and five educational organizations met to examine how they might work together more closely.

At the fourth meeting in March of 1981, participants were ready to make commitments to work together to establish an organization dedicated to continued communication between business and education, and to organize using a collaborative process that involved joint planning, implementation, and ownership of programs. Specific goals and direction were not yet clear but there was general agreement that there was much that could be done in bringing school people into closer contact with business people. Improved preparation and exposure of students to the world of work was one immediate concern shared by all.

A special committee prepared a charter for the organization and in May of 1981, the policies and procedures of the Business-Education Collaborative were formally accepted. Officers for the Board of Directors were selected in July and plans were set in motion to prepare for the 1981-82 school year.

Structure of the Partnership

Ten school systems and six corporations are involved in the Business-Education Collaborative. Members from these schools and corporations represent varying levels of decision-making power within their organizations. The Board of Directors, consisting of one representative from each member organization and a designated alternate, makes decisions for the collaborative. A Chairperson, Vice-Chairperson, and Secretary are elected annually. Committees are appointed as needed.

New members are accepted into BEC upon written request and approval by the Board. The collaborative meets the first Wednesday of every month. Meeting locations are selected on a rotating basis and often include tours of the host organization.

BEC member organizations participate on a voluntary basis. Programs are operated at no cost or expenses are incurred individually or at the organizational level. This feature of the BEC organization is one that members feel will need to be addressed if the organization is to grow. Some base of modest funding may be necessary to support the aims of the organization, and to provide the capacity to plan, coordinate, and develop collaborative efforts.

Management and Coordination of the Partnership

Each BEC member is the designated liaison to their own school or business. A formal agenda, much dialogue, and the use of task forces allows members to make effective use of the Wednesday meeting time. However, a core group of committed individuals carries much of the load in coordination and programming. The organization plans to identify additional career planning representatives from each school within the school system. BEC also plans to identify industry advisors from each business to be available to a particular school. Tentative pairing of each of the school departments with one of the participating businesses has been suggested.

BEC visualizes its eventual role as a clearinghouse and linking agency for promoting local program development and resource sharing. BEC's role then is setting guidelines, matching needs and resources, and supporting local efforts.

Specific Program Components

BEC has spent much time learning about the needs of both school people and business people and how the organization might address them. Time was spent researching how other school-business partnerships were organized, learning about projects between schools and business in other communities, and learning more about career education. Representatives from other school-business partnership projects were invited as were speakers on topics such as employment statistics, the legal side of student employment, and industry's pers-

pective on adequate career education.

BEC also began to generate activities and services:

- *Needs/Resource Matching:* A needs/resource committee was formed that designed a questionnaire so school people could identify career awareness issues that were of most interest to them. Topics identified included basic skills required for employment, entry-level jobs, employment outlooks, and factors in hiring practices. Businesses were asked to make presentations on one or more of these issues. School staff in each system were then matched with that company.
- *Site Visits:* Site visits were arranged for selected school staff involved in the needs/resource matching process. BEC decided to focus on teachers rather than students in initial career awareness activities in order to generate as much teacher support for school-business activities as possible.

  Teachers were given tours of the business and presentations were made in the areas of interest identified by the teachers. BEC coordinated the scheduling for these site visits and distributed background information about the participating company to the teachers. Teacher site visits will continue next year and these will be expanded to include students.
- *Manager's Tour:* Business representatives in BEC expressed an interest in learning more about how a school system operates. Representatives of two school systems arranged site visits at the schools for business managers who were taken on a tour of the schools, featuring the industrial arts, business education, and computer areas. A presentation to the managers gave them an overview of the secondary school system.
- *Codex Projects:* Two high schools were matched with the Codex Corporation to collaborate in the development of an electronics and soldering curriculum. Codex then offered to further train teachers from these schools in the area of electronics and soldering.
- *Equipment Needs Wish List:* Each member school polled its teachers and compiled two different equipment needs "wish lists" — one for items under $200 and the other for items over that amount. The Foxboro Company and Codex Corporation consequently opened their used equipment warehouse to member schools and much useful equipment was donated to the schools.
- *Pooling Resources:* Information sharing at BEC meetings allows members to discover other ways they can be helpful to each other. For example, resources such as film and videocassettes have been made available to the schools. BEC members share readings and articles that may be of mutual interest and are beginning to assemble a library.

Finally, BEC members have shared themselves as resources. Members from companies have led discussion groups with students on topics such as employment practices, implications of high tech and career opportunities in electronics.

Type of Business/School Involved in the Partnership

There are no special qualifications for participation in BEC. Member organizations all share the interest in and commitment to the school-business partnership.

Conclusions and Implications

BEC has a solid foundation for continued activities and growth. The collaborative is organized in a flexible way and has a critical vision for maximizing innovative partnership efforts for a large geographic area. BEC members themselves have acquired considerable experience in school-business partnership efforts and are becoming skilled linkers who can establish effective communication channels between business people and educators.

In the opinion of one of the BEC members, lack of member decision making power in their respective home organizations may be a problem for BEC's continued growth. It was hoped that having "implementers" as BEC representatives would ensure an organization capable of action. However, the lack of decision makers in BEC has been problematic. It is difficult to implement BEC decisions when members have varying degrees of autonomy to represent or act in behalf of their home organizations.

The need for a stable funding base may also be important to the future development of BEC. Its ability to move the activity focus of the partnership more toward the local level and to function primarily as a central linking agency is still evolving. The BEC organization, however, provides those interested in school-business partnerships with a useful model for study, inquiry and experimentation.

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B: Learning to Earn Alternative Program

LEAP
Quabbin Regional High School
South Street
Barre, MA 01005

Richard Newell, *Coordinator*

Quabbin School District
West Street
Barre, MA 01005

Corridon F. Task, Jr.,
Superintendent

Description of the Area
Quabbin Regional High School is located in a rural area of central Massachusetts. The school serves the towns of Barre, Hardwick, Hubbardston, New Braintree, and Oakham whose combined population is under 12,000. The Quabbin school district covers a total of about 125 square miles which means that some students ride the school bus from 50-55 minutes each way.

The business community in the area is a mix of commercial and industrial manufacturing enterprises.

Program Focus
The primary goal of the Learning to Earn Alternative Program (LEAP) at Quabbin Regional High School is to promote career development by providing students with internships in an occupational field. Through the internship, students learn and experience first hand the life style, occupational tasks and risks, needed skills and employee relationships in a career.

In addition to this exposure LEAP students learn the necessary job entry skills for future employment. The ultimate goal of the program is successful job performance in a career well suited to an individual's skill and interests.

Some of the objectives of the internship experience are:

- To determine what academic skills are needed for a specific career/field of interest.
- To work in a career situation that the student is interested in pursuing.
- To receive expert guidance from a nurse, carpenter, draftsperson, engineer, etc.
- To test the life style of a certain occupation.
- To allow students to survey their personal skill level in relation to the expected performance level of the chosen career field.

Origin of the Partnership
The idea for LEAP began in 1968 with Richard Newell, Director of Occupational Education. His interest in obtaining job training experience for students in his drafting class led him to arrange for a three day on-site drafting experience. Groups of 2-3 students were placed in neighboring industries for that first experience.

Three years later the U.S. Office of Education began to promote career education as a concept and a program. During this time, Richard Newell discussed his ideas for occupational internships with members of the school and business communities. Labor regulations and insurance liability as they relate to non-salaried workers were two major issues that were resolved before the program began. Eleven students participated in the first LEAP experience in 1974.

Structure of the Partnership
LEAP is an extension of the Alternative Learning Program available at Quabbin High School. Usually, a student will be permitted to participate in a LEAP experience one semester during the senior year at Quabbin. Each semester approximately 15 students participate in LEAP.

During the occupational internship, the student is enrolled full-time at Q.R.H.S. although the educational experience is taking place at the LEAP site. Each LEAP student is evaluated by both the job supervisor and the LEAP coordinator. Full credit (15) or a range of partial credit is awarded to students according to their effort and performance. Students do not receive money for their work experience but at the end of the semester the business often gives the students a "token of appreciation."

Program Components and Coordination
LEAP is coordinated by Richard Newell, Director of Occupational Education at Quabbin. His responsibilities include: interviewing and counseling students for the program; locating internship sites; arranging for initial interviews with employers; conducting site visit evaluations; compiling student attendance records and progress reports; securing arrangements for LEAP contacts; scheduling and maintaining good communication with the employer and students.

Each work site has a job supervisor, many of whom are members of the local Rotary group. The responsibilities of the student's on-site supervisor focus on providing varied work situations so the student obtains a realistic understanding of the occupation. The supervisor is also responsible for keeping a daily attendance record which is reported monthly to the LEAP coordinator. At the conclusion of the LEAP experience, the job supervisor submits an assessment profile of the job and attitudinal skills acquired by the student during the semester.

In addition to the end of the year review, business people participate in ongoing discussion meetings held at the high school. During these monthly group meetings, business supervisors, the LEAP coordinator, and the student interns discuss students' progress, work attitudes, areas that need development, and other related issues. Unfortunately, because of the current economic climate, business participation has diminished during the last three years.

Type of Business Involved in the Partnership
In general, the LEAP coordinator looks for businesses that match the student's skills and interests. Because of the rural nature of the area, however, this is not always available, in which case the best possible match is made. If a student is interested in a work experience out of the area, arrangements can be made provided the student furnishes her/his own transportation which students must do anyway. At all times, work experiences that might be hazardous to the student's welfare are avoided.

Some of the businesses and internship placements that have participated in LEAP are:

Barre Engineer - *Machine Operators*
Barre Health Center - *Assistant Nurse, Assistant X-ray Technician*
Belcher's Flowers - *Horticulture*
Borreli Builders - Home Construction, Mason Work
Hershey Products Foundry - *Lab Testing, Record Keeping*
Higgins Energy Alternatives - *Energy Conservation Techniques*
IGA Foodliner
Oreily Auto Sales - *Auto Mechanic and Auto Body*
Ruggles Lane School - *Elementary Teacher's Aides*
Wachusett Lumber Company - *Office Occupations*
Wm. Bentley and Son - *Fuel and Trucking*

Types of Students Chosen for LEAP

LEAP experience serves a range of students. Some students with exceptional skills go on to medical school while other students who are not as strong academically, benefit from the program because they receive support, encouragement and individual attention.

Students in special education programs also participate in LEAP. School programs support their development and also help with academics.

LEAP makes every effort to encourage students to explore non-stereotyped occupations. For example, one young man completed a nursing internship and one young woman interned as a graphic artist which required operating a press.

Conclusions and Implications

Since its inception, LEAP has been self-supporting and has never received any federal or state financial support. The school budget allocates about $1,200 per semester to LEAP — less than $100 per student.

Transportation is the major problem confronting LEAP. Since the school is located in a rural area, travelling to the work site is often difficult for students who are responsible for their own transportation. In some cases a supervisor may provide a portion of the transportation to the bus stop or other point. School bus transportation is also used where possible through the generous help of the Q.R.H.S. bus companies.

Successful LEAP students often obtain jobs through contacts developed while on the job. Sometimes a business person will contact other businesses and inquire about job opportunities for a LEAP graduate.

In the opinion of many school and business people, LEAP provides students with a valuable experience and enhances the likelihood that students will choose a career well suited to their skills and interests. In addition, LEAP students acquire a realistic sense of the world of work and are better prepared to meet the expectations and responsibilities of employment.

C. Newburyport School-Business Partnership

Newburyport Public Schools
70 Low Street
Newburyport, MA 01950

Francis Bresnahan,
Superintendent

Newburyport Chamber of Commerce
29 State Street
Newburyport, MA 01950

Dennis Welcome

Description of the Area

Newburyport is a small North Shore town with a population of about 16,500. It has a diverse industrial base including retail, manufacturing and high tech industries. The school system includes three elementary, one middle, and a high school.

Program Focus

The goal of the Newburyport school-business partnership is to enhance the career development opportunities available to students. This goal is accomplished through a cooperative effort between the Newburyport Chamber of Commerce and the school system. Programs for Newburyport students familiarize them with local businesses and assist them in developing job readiness skills. The efforts also provide an avenue for local business people to participate directly in the educational process.

Origin of the Partnership

In 1977, members of the Newburyport Chamber of Commerce met with the Superintendent of schools to discuss ways the school system and local industry could address mutual concerns. Several further meetings were held that year to continue these discussions. The meetings resulted in the decision to sponsor a one day workshop for the entire teaching staff in the school system and the Superintendent agreed to devote an in-service day for this purpose. The day's activities were planned and organized by the Chamber of Commerce. The organizers gave teachers the opportunitiy to tour local industries, to talk to local business people, and to explore ways teachers and business people might work together.

Teachers and business people identified several areas of mutual concern that formed the basis for future cooperative efforts. These were:

- agreement that continued emphasis on basic skills and general education was vitally important to the development of students
- agreement that stressing self-discipline and a sense of responsibility would be critical to students in future career development
- agreement that knowledge and exposure to business demystified the business world and connected students more directly to the world of work
- understanding that important things could be learned in the community outside of the schools
- agreement that the total community benefitted from cooperative efforts to provide the best education for students.

The superintendent sent a follow-up survey to the teaching staff after the day's activities. Results from this survey indicated that 96% of the teachers felt the workshop experience was worthwhile and wanted to explore possibilities of working more actively with local businesses. The school administration reported the survey results to teachers and a committee of school people was formed to begin the planning work with businesses. The Chamber of Commerce formed an Industry/Education Committee to coordinate this planning phase.

Structure of the Partnership

The Industry/Education Committee of the Chamber of Commerce which meets monthly is primarily responsible for planning and implementing programs for the school system. Individuals in the school system are responsible for coordinating activity with the Chamber. Task forces of school and business people are formed to explore new issues or develop new programs.

Management and Coordination of the Partnership

The Chamber of Commerce has a program for each high school grade and it is coordinated by the school's guidance department. The work-experience program is coordinated with the Chamber through a designated teacher. Individual teachers can also contact the Chamber of Commerce or individual business people for special needs and resources.

Specific Program Components

Several programs have developed in the five years that the school system and the Chamber of Commerce have been working together. Programs primarily reflect the goals of school and business people to provide students with more information and exposure to the local business community. A brief description of these programs follows:

- *Sophomore Program:* Representatives of industry visit all sophomore homerooms to speak to students about what business and industry look for in hiring prospective employees. Students are given information about the nature of industry locally. The business people give basic information about the nature of a business organization and its operation.
- *Junior Program:* On a given day, all juniors tour a number of selected businesses and industries where they obtain information about the products and procedures of the business. The organization of the plant and personnel policies are among the issues discussed.
- *Senior Program:* Personnel officers from local businesses conduct mock interviews with seniors. Other seniors observe the interviews and personnel officers use the experience to comment on the most appropriate way to apply for jobs.
- *Work Experience Program:* Under the direction of a Work Experience Advisory Committee comprised of representatives from schools and businesses, a number of students are released from school to

work. These students are generally those who are interested in working full time upon graduation. They are paid a salary by the participating businesses and their work is evaluated and reports are forwarded to the school.

- *Advisory Contacts:* Business and industry representatives work with school officials in a variety of advisory and task force capacities. Among these are textbook selection, curriculum evaluation, development of goals and objectives, and screening of professional job applicants.
- *Other Projects:* Recently a local business person instituted awards for teaching excellence. The teachers selected for the awards were voted on by their own teaching peers.

Type of Business/School Involved in the Partnership

All businesses in the very active Chamber of Commerce are recruited to participate with the schools in programs. In addition, other business people in the area participate according to interest. At this point partnership activities primarily involve Newburyport high school students. Limited activity occurs at the middle school level. However principals can initiate contact with business people fairly easily now as the mechanisms are in place to do so.

Conclusions and Implications

Keys to initial partnership success are found in several areas. The initial attitudes of business people and key school administrators were important. The Superintendent of Schools saw business as a potential partner in education. Business people came to initial discussions with fairly clear ideas of the benefits to them and the contributions they could make to educational efforts.

Secondly, the fact that teachers and business people were able to identify areas of mutual concern was very important. At the one day workshop, school people and business people had the opportunity to discuss and explore some of their fears and concerns about the prospects of school-business activities. Teachers did get a sense that there were other people who were willing and able to assist in the educational effort.

Lastly, the follow-up survey and reporting of results to teachers by the Superintendent about the school-business workshop day were also important. Teachers recognized that the administration was concerned about their attitudes and opinions and would follow a course that reflected them.

A potential limit to the Newburyport partnership may be its lack of integration or impact into the general classroom. Because the programs in the schools are largely planned by the Chamber of Commerce, there appears to be limited teacher investment. The programs are accepted by teachers, but may appear as "add ons" or "special days" to the normal curriculum. If future programs are created and institutionalized, ownership of the partnership effort may depend on more generalized involvement of staff in the planning.

Much ground has been covered in confronting initial attitudes of fear and distrust and in generating ideas for education as a shared community effort. Vehicles are now in place in Newburyport to continue that effort.

D: Regional Expanding Vocational Awareness Project

REVAP
South Middlesex Area Chamber of Commerce
615 Concord Street
Framingham, MA 01701

Catherine Lamothe, Project Director

Description of the Area
The Regional Expanding Vocational Awareness Project (REVAP) operates out of the South Middlesex Area Chamber of Commerce (SMACC) in Framingham, Massachusetts. SMACC represents nine communities in the east central section of the Commonwealth. The business base of the area is diverse and includes many retail and high tech industries. Nine public school systems in the South Middlesex area are also involved with the project.

Program Focus
The goal of REVAP is to provide career development assistance to the schools in the South Middlesex area. This is accomplished through the cooperative efforts of the South Middlesex area business community, the REVAP staff, and the schools. Career specialists placed directly in the schools play a key role in project development.

Origin
The South Middlesex Area Chamber of Commerce initiated what became known as Project REVAP in 1981. SMACC was interested in taking a more active role in providing career development assistance to youth. SMACC first checked funding possibilities and surveyed selected local companies in June of 1981 to see if financial support for developing a career development program was available. The Chamber successfully obtained first year funding and hired a fulltime coordinator in August to develop the project.

From the beginning, the Chamber envisioned a collaborative project with school systems in the local area. The first step was the creation of an Industry-Education Advisory Council consisting of nine superintendents in the South Middlesex area and nine chief executive officers and vice-presidents from local participating companies. Slowly, over the course of several meetings, a direction for the project was agreed upon. The group then developed and approved guidelines for REVAP.

Career development assistance to the schools was the agreed upon focus of REVAP. Career development specialists would be hired by REVAP and placed in the schools to act as liaisons to the business community. The particular form of career development assistance would be decided upon by the career specialist in cooperation with the participating school. In the first year, four schools, Natick High School, its feeder junior high and two Framingham high schools were selected as pilot sites. Other school systems participating in the project could also receive technical assistance. The Industry-Education Advisory Council continued to meet and develop further plans.

Structure of the Partnership
REVAP is sponsored by the Human Resources Division of SMACC. The first year, the REVAP staff consisted of a full-time project director, and two part-time career specialists. Now, the two part-time specialists are full-time and an additional part-time specialist has been hired to work at the elementary level.

The Industry-Education Advisory Council meets bimonthly and makes major decisions about the direction of the project. The REVAP project director is the principal liaison between the Advisory Council and the REVAP staff.

The first year of the project was funded largely through commitments by private industry. Chamber of Commerce member organizations contributed to the project on a proportional basis. However, since its beginning, the project has been so well received in the schools that public sector funding, including state level funds, have become available. Project staff and school people have developed proposals for further funding.

Management and Coordination of the Partnership
The director of REVAP and the career specialists do much of the concrete project planning and implementation. Each career specialist was assured administrative support upon entering the school system, however, each had to gain credibility as a career development resource person with the particular school. Each specialist has created structural relationships in the school which match the needs of the particular institution.

The director and project staff meet weekly to share ideas, report progress, and make further plans. The project director keeps staff informed about ideas generated by the Industry-Education Advisory Council and serves as the conduit to take staff ideas back to the council.

Specific Program Components
Each career specialist matches career development assistance to the unique needs of each school. REVAP staff as a whole also trains teachers in the schools to translate career related activities and ideas into the classroom. The REVAP staff feels that the staff development approach maximizes their outreach and consequently their capacity to provide career development assistance to youth.

The career specialists see themselves as liaisons between the school people and the world of work. Their aim is to help teachers assist students in taking steps and making decisions about future careers. Some examples of assistance provided are:

- working with English teachers to develop curriculum units which can integrate a career development focus within the regular curriculum,
- providing a free extension course in career development for staff,
- enlisting guest speakers and helping teachers arrange

outside resources for their classrooms,
- arranging varied work-experience sites,
- providing technical assistance in grant and proposal writing.

Programs and activities have also been initiated directly by the Industry-Education Advisory Council. During meetings needs and problems have surfaced that have resulted in concrete action. For example, a participating business provided extensive assistance to a school system that needed help in setting up its computer system. A Council member's concern led to the development of a spring career development conference for all guidance counselors in the participating schools.

Type of Business/School Involved in the Partnership

Initially, major businesses in SMACC were contacted for financial support for REVAP's development. Career specialists continue to call on businesses in the area to enlist their active support in REVAP programs as ideas for specific projects emerge.

Conclusions and Implications

The director of REVAP states that the formation of the Industry-Education Advisory Council was a critical factor in REVAP's success. As key decision makers began to trust each others' motives, solid support for developing the project emerged. The Council provided the forum for making contacts and initiating discussions. Joint ownership of the project evolved and this top-level leadership from the school and business communities is helping REVAP develop a wide base of acceptance.

At the school level, the career specialists feel that their position as REVAP staff and not as school staff has been both an asset and a liability. School people were understandably cautious of these outsiders. Patience was needed to break down barriers and demonstrate long term commitment to the schools. Each specialist developed her own process for demonstrating responsiveness to teacher needs and the school setting. However the specialists also feel there is a benefit to being outside the school staff. Flexibility and the outside perspective they bring to the school and students are important to REVAP's vitality.

Finally, the project's emphasis on staff development in the schools has allowed REVAP staff to generate broad and sustained contact with large numbers of school and business people. These contacts coupled with the contact in the Industry-Education Advisory Council give REVAP the capacity for gaining broad institutional support necessary for continued development.

Schools Involved

Ashland Public Schools
Larry Ruthfield, Superintendent
90 Concord Street
Ashland, MA 01721

Framingham Public Schools
Albert L. Benson Jr., Superintendent
64 Prior Drive
Framingham, MA 01701
Contact: Paula Henry, Career Specialist

Holliston Public Schools
Savino J. Placentino, Superintendent
Linden Street
Holliston, MA 01746

Hopkinton Public Schools
William B. Hosmer, Superintendent
Hayden Rowe
Hopkinton, MA 01748

Natick Public Schools
Joseph A. Keefe, Superintendent
13 East Central
Natick, MA 01760
Contact: Joanne Billo, Career Specialist

Sherborn Public Schools
John F. Usher, Jr., Superintendent
137 Farm Street
Dover, MA 02030

Southborough Public Schools
Dennis M. Disalvo, Superintendent
Bartlett Street
Northborough, MA 01532

Sudbury Public Schools
Joseph D. Lopresti, Superintendent
472 Concord Road
Sudbury, MA 01776

Wayland Public School
William G. Zimmerman, Superintendent
41 Cochituate Road
Wayland, MA 01778

E: Springfield School Volunteers

Springfield School Volunteers
195 State Street
Springfield, MA 01103

Carol Kinsley, *Supervisor*

Springfield Public Schools
195 State Street
Springfield, MA 01103

Thomas J. Donahoe,
Superintendent

Description of the Area

Springfield is an urban center with a racially and socio-economically diverse population located at the crossroads of western Massachusetts. There are forty public schools and eight additional facilities serving Springfield public school students. The school system includes thirty elementary and four high schools enrolling approximately 15,250 students.

Springfield's business community includes commercial, banking and industrial manufacturing enterprises. The area also includes several higher education institutions. Public-private partnerships in Springfield began with efforts to revitalize the downtown area. Currently, the public-private partnerships focus on education.

Program Focus

Partnership efforts in Springfield evolved from a growing need for interdependence among business, education and government in order to respond successfully to the demands of a rapidly changing society.

Springfield notes that the transitions our society is experiencing come from the current economic shifts, the burgeoning high tech industries and the dramatic transformations that are occurring in the world of work.

Businesses enter partnerships in Springfield concerned about their future employees and the health of the communities in which they are located. Schools come with concerns about providing an education which, among other things, enables students to successfully enter the world of work. All of the institutions share the concern and challenge to adapt and create solutions to the critical issues of preparing students for a future characterized by transition.

Origin of the Partnership

Springfield School Volunteers (SSV), situated within the Springfield Public Schools, began organizing school-business partnerships in 1979. In addition to being part of the Springfield public schools, SSV has a non-profit Board of Directors, Springfield School Volunteers, Incorporated (SSV, Inc.), making it a non-profit organization with a tax exempt status able to receive donations. The Board is composed of parents, business, community leaders, and school personnel. Through their sponsorship, members organized an event in April 1979 to bring members of Springfield's business community together to explore the possibility of creating partnerships between business and the schools.

The Mayor of Springfield and the then President of Bay Bank/Valley Trust invited fifty business representatives to a luncheon sponsored by Bay Bank/Valley Trust. Two Board members of the School Volunteers of Boston attended the luncheon and spoke to the assembled business leaders about the successful partnerships being developed in the Boston area and set the scene for initiating follow-up contact with some of the business people present.

After the luncheon, members of SSV, Inc. contacted chief executive officers of selected corporations to seek their involvement. Prior to initiating contact with the business leaders, members of SSV, Inc. received sales training from a volunteer on how to present school-business partnership ideas in an effective manner.

Structure of the Partnership

Since SSV is the main organizer for the school-business partnerships in Springfield, the initial partnership efforts focused on integrating corporate personnel into already established programs. For example, corporate people were given release time to participate as guest speakers and tutors in the Mentor and Tutorial programs and retired individuals were recruited for the DOVES (Dedicated Older Volunteers in Educational Services). The trust and credibility that developed from the success of these initial efforts led to the formation of the Corporate Action Program (CAP) which currently exists within the framework of SSV. The Corporate Action Program fosters creative corporate involvement in partnerships so that businesses and schools can cooperate to their mutual benefit.

Management and Coordination of the Partnership

The Corporate Action Program is coordinated and managed by Carol Kinsley, Supervisor of Springfield School Volunteers. Since its inception, Thomas J. Donahoe, Superintendent, has strongly supported the program. The SSV staff also works with other administrators in the Springfield Public Schools to ensure that projects relate to educational goals. Members of SSV, Inc. continue to provide advice and structure for the program and make contacts with potential business partners.

Type of Business Involved in the Partnership

The businesses involved include: banks, insurance, high tech, manufacturing, utilities, hotels, restaurants, and medical centers. There are no particular characteristics describing the businesses other than their willingness to share resources and participate in the development of programs and services for the staff and students of the Springfield Public Schools.

In matching schools and businesses, strengths and needs are the major criteria. A business participates on the basis of its strength, resources, and ability to respond to a school's needs.

Specific Program Components

Current partnerships are many and varied. Some partnerships involve pairing individual businesses with particular schools such as the Massachusetts Mutual Insu-

rance Company/Commerce High School curriculum project. In this project business persons and teachers reviewed word and data processing, accounting, and marketing curricula.

Other partnerships focus on developing corporate involvement in special programs. A good example is the Monsanto Science Seminar which provided ten in-service seminars for selected science and mathematics teachers on various topics that were selected jointly by a school-business team.

The following sampling of partnership programs were developed by SSV and conducted during 1982-83 school year:

Aetna Life and Casualty
- Provided remedial reading tutors for the Armory School.

Bay Bank/Valley Trust
- Tutored a Classical High School student in algebra.

Baystate Medical Center/Springfield Public School/ Springfield School Volunteers — High Tech Expo
- Co-sponsored the second High Tech Expo which brought together eighteen demonstrations of state of the art in medical technology. Over 2,500 people, students and the general public, attended. Nineteen gifted high school science students worked with their mentors from Baystate Medical Center on projects involving lasers, the CAT scanner, ultra-sound, computers, and pathology. For example, three talented science students from Technical High School worked with a biomedical engineer at the Baystate Medical Center to design a method for getting EKG's from the patient to the computer in order for the computer to recognize arrythmias or abnormalities.

Buxton
- Provided an art mentor for the White Street School who worked weekly on drawing skills with a group of talented 4th graders.
- Provided a dance mentor for the White Street School who worked weekly with six talented 4th grade dancers who are concentrating on jazz.

Community Savings Bank
- Provided an English as a Second Language tutor for a Classical High School student.

Digital Equipment Corporation
- Contributed 50% of the cost of fifty terminals for five schools.

Marriot Hotel
- Provided a reading enrichment mentor for the DeBerry School who met and discussed children's literature with six excellent readers.

Massachusetts Mutual Life Insurance Company
- Provided four secretarial internships for Commerce High School students who intern two afternoons per week after school at Massachusetts Mutual in the Training and Development Department and the Actuarial Adjustment Department. In addition, ten employees volunteered in the math and reading tutor program.

Milton Bradley
- Provided an art mentor for five talented 6th grade artists from Freedman School.
- Provided a reading tutor also for Freedman School.

Monarch Life Insurance
- Provided assistance in the library and tutored in English as a Second Language at the 766 pre-school at Bowles and Sixteen Acres Schools.

Monsanto
- Presented a ten week seminar series on science research and math applications for thirty Springfield teachers.

Old Colony Bank of Hampden County
- Provided an English as a Second Language tutor for a Chestnut Junior High School student.

Shawmut
- Provided an English as a Second Language tutor for a Howard Street School student.

Springfield Newspapers
- Participated with the Mary O. Pottenger, the Washington, and the Elias Brooking Schools in a week long "Newspapers in Education" program.

Third National Bank
- Provided a computer programming mentor for the New North School who worked with two talented math students on BASIC.

Western Massachusetts Electric Company
- Provided art mentors for the Sixteen Acres and Talmadge Schools.
- Provided reading tutors for the Sixteen Acres and Van Sickle Junior High Schools.
- Provided a swimming assistant for the New North School who assisted in physical education activities.

Many companies also made generous financial contributions to support the programs of Springfield School Volunteers. Contributors for the 1982-83 school year include:

Financial Contributors:

BayBank Valley Trust Company
Bay State Gas Company
Digital Corporation
D.J. St. Germain
F.L. Roberts Company, Incorporated

Freedom Federal Savings & Loan Association
Hallmark Cards, Incorporated
HBA Cast Products Company
Home Care Corporation of Springfield, Incorporated
Kiwanis Club of Springfield
Marriott Hotel
Massachusetts Mutual Life Insurance Company
Milton Bradley Company
Mole End Puppetry Productions, Incorporated
Monarch Life Insurance Company
Monsanto Company
New England Telephone
Old Colony Bank of Hampden County
Shawmut First Bank & Trust Company
Shulton, Incorporated
Smith & Wesson, Incorporated
Springfield Institution for Savings
Springfield Television Corporation
Third National Bank of Hampden County
Titeflex Division, Bundy Company
WGGB-TV Channel 40
Western Massachusetts Electric Company
Williams Distributing Corporation

Human Resources Contributors:

Aetna Life and Casualty
American International College
BayBank/Valley Trust Company
Baystate Medical Center
Buxton
Community Savings Bank
Fentin Advertising
Kidder Peabody & Company Incorporated
Marriott Hotel
Massachusetts Mutual Life Insurance Company
Milton Bradley Company
Monarch Life Insurance Company
Monsanto Company
Old Colony Bank of Hampden County
Peter Pan Bus Lines, Incorporated
Rotary Club
Shawmut First Bank & Trust Company
Springfield College
Springfield Newspapers
Springfield Technical Community College
Third National Bank of Hampden County
Western Massachusetts Electric Company
Western New England College

Materials and Service:

Fentin Advertising
M.J. O'Malley Company
Strathmore Paper Company

High Tech Expo Participants

Baystate Medical Center
Digital Equipment Corporation
Dupont
EBTEC Corporation
General Electric Medical System
Infusaid Corporation
Liberty Mutual
Massachusetts Institute of Technology
Merrill Lynch, Pierce Fenner & Smith, Incorporated
Motorola
Springfield Technical Community College
Technicare Corporation
University of Massachusetts

Conclusions and Implications

Springfield School Volunteers believe that developing an effective ongoing mechanism and structure for organizing community involvement is an important key for the success of establishing partnerships. The Board of SSV, composed of people with skills and expertise in crucial areas such as accounting, personnel, public relations and administration has been instrumental in developing the partnerships in Springfield. The Board shares a vision of how to develop and maintain contacts, relationships, and commitment in the community.

SSV feels patience and time is needed to gain the support and understanding of the people involved in partnership projects. The formation and maintenance of partnerships demands a high level of organization and human relation skills from all involved. This means involving people at every level as well as having support from persons with decision making power. SSV is sensitive to the needs and interests of teachers, administrators, and the business people. Initially, the projects take a low key approach and build credibility slowly through the operational success of each program rather than make expansive claims about future efforts.

SSV believes it is a constant challenge to stay aware of the changing needs and interests of the schools and to help match them with the needs and interests of the local business community.

The concept of the school-business partnership continues to grow in Springfield. In May 1983, with the leadership of Mayor Dimauro, Mr. Donahoe, and with the assistance of the Chamber of Commerce and SSV, a Partnership Task Force was formed to forge a major initiative to increase resource sharing by businesses and higher education as another source for pairings and programs. The Task Force membership includes the Mayor, school committee representatives, several business executives, school personnel, representatives from SSV, Inc., the Chamber of Commerce and the community. Mr. Donahoe chairs the Task Force and the administrative work is conducted by Springfield School Volunteers.

F: Tri-Lateral Council for Quality Education

Tri-Lateral Council for Quality Education
600 Atlantic Avenue
Boston, MA 02210

Connie Brown, *Manager of Special Projects*

Boston Public Schools
26 Court Street
Boston, MA 02108

Robert R. Spillane, *Superintendent*

Description of the Area

Boston is a diverse metropolitan city with a population of 562,994. There are currently 125 public schools in operation with a student enrollment of about 57,000. Boston has a well-earned reputation as a major business and intellectual center in the U.S., particularly with respect to its financial and higher education institutions. Despite a strong business presence however, unemployment for the city's youth is generally high.

Program Focus

The goal of the Tri-Lateral Council is to promote and facilitate cooperation between the Boston School Department and Boston businesses to improve the career educational opportunities for Boston public school students. The Council was inspired by the business community in part as a response to the court ordered desegregation of Boston Public Schools. The need to improve the caliber of potential employees from the local population and to maintain Boston as an attractive place for business expansion was evident to business leaders.

The Council felt that the value and quality of public education for Boston's students could be improved by harnessing Boston's extensive business experience, resources, and personnel.

Origin of the Partnership

In 1974, the Urban Affairs Department of the Greater Boston Chamber of Commerce began to explore the idea of identifying and focusing business resources to upgrade the educational opportunities of the Boston Public Schools. The result was the Tri-Lateral Council for Quality Education emerging as a non-profit organization that initially brought together the Greater Boston Chamber of Commerce, the Boston School Department, and the National Alliance of Business. Their overall goal was to promote and facilitate educational cooperation between businesses and the Boston Public Schools.

Structure of the Partnership

The Tri-Lateral Council is comprised of two administrative bodies. The Board of Directors, the policy and decision making body, consists of fourteen members who are appointed by the School Department and the business representatives. The Advisory Committee, comprised of the twenty-three chief executive officers of the business partners, assures the continued support from the business community.

Originally, the Council focused their school-business partnership development on the formation of one-to-one collaborations between twenty-three major Boston employers and each of the eighteen Boston public secondary schools. These one-to-one pairings preceeded the court-ordered desegregation recommendations for school-business pairings.

The rationale for these one-to-one pairings was to foster a sense of connectedness and commitment between the school and company, both of which exist within a larger bureaucratic framework. These pairings would ideally promote development of programs designed to address the needs of a specific school. Moreover, joint activities by their very nature require school and business personnel to get to know and understand each other, interact, and develop mutually agreed upon goals and resources.

Management and Coordination of the Partnership

The management and coordination of the partnerships are the responsibility of businesses, the schools and the Council. Each business identifies a coordinator who spends at least one day a week in the partnership school. The primary function of the business coordinator is to access a broad range of company resources in order to implement an agreed upon program. Each firm contributes to the program via their Council dues and services to the school which often amounts to $10,000-$50,000, in monetary terms.

Correspondingly, the school identifies a coordinator who spends at least one day a week matching business resources to identified school needs. The school and business coordinators meet regularly to share issues of common concern. Together the school and business coordinators annually develop and implement a partnership plan which is designed to yield measurable results. The partnership plan is approved by the Headmaster who is held accountable for its effective implementation. Involving the Headmaster ensures adequate commitment of time, resources and administrative support for the partnership plan.

In 1975, the Council hired a full time staff to coordinate these partnership efforts. They were hired with funds raised by member companies and from Chapter 636 State desegregation funds. Since the staff of the Council represents both the businesses and the schools with no particular allegiance to either, they can effectively broker the partnerships and help ensure open channels of communication.

Council staff function mainly to provide coordination, training and technical assistance to the school and business personnel in the planning and implementation of the partnership program. Monthly meetings of the school and business coordinators are opportunities to share program models and discuss issues of mutual concern.

The Council staff is also actively involved with a range of city-wide school focused activities that involve the business community such as the Boston Compact. The Compact is an arrangement between business, the city and the School Department that harnesses the city's resources to measurably improve the performance and

attendance records of public school students in exchange for preferential hiring accorded to qualified Boston public school graduates.

Specific Program Components

- *One-to-One School Business Pairings* — Much of the Council's early activity focused on the one-to-one pairings between twenty-three major corporations and the seventeen Boston public secondary schools and the Humphrey Occupational Resource Center. Business assistance that is made available to the schools falls into the broad categories of curriculum development; professional development for teachers, administrators, and school staff; direct delivery of programs to students; management assistance; job placement; and financial support. Within these categories, typical partnership activities include: guest speakers, field trips, skill training, internships, work experiences, and career guidance activities.

ONE-TO-ONE SCHOOL-BUSINESS PAIRINGS
in the city of Boston

Examination Schools	
Boston Latin Academy	IBM Corporation
Boston Latin School	State Street Bank & Trust Company
Boston Technical High School	Boston Edison Company
Magnet Schools	
Copley Square High School	Shawmut Bank of Boston
English High School	John Hancock, Mutual Life Insurance
Madison Park High School	Blue Cross/Blue Shield, & Mutual Bank for Savings
Mario Umana High School	Massachusetts Port Authority
Boston High School	Prudential Insurance Company
District Schools	
Brighton High School	Honeywell Incorporated & St. Elizabeth's Hospital
Jamaica Plain High School	Boston Gas Company, Travelers Insurance Company, & Veteran's Administration Hospital
West Roxbury High School	Bank of New England
Hyde Park High School	First National Bank of Boston
Jeremiah E. Burke High School	New England Mutual Life Insurance Company
Dorchester High School	New England Telephone Company
South Boston High School	Federal Reserve Bank of Boston, & Gillette Company
Charlestown High School	Liberty Mutual Insurance Company
East Boston High School	Massachusetts Port Authority
Humphrey Occupational Resource Center	
Electronic Learning	Digital Equipment Corporation
Retailing	Stop and Shop Company, Incorporated

- *Associate Partners* — Over eighty businesses have been recruited but are not paired with a particular school. These businesses serve as associate partners and provide specific resources to several schools with all the connections brokered by the Council.
- *City-Wide Partner* — Digital Equipment Corporation is involved in a system-wide partnership to address some of the technology and computer literacy goals of the system. Stop and Shop Company, Inc., a major retail chain, is also a city-wide partner for retailing. Both city-wide partners are based at the Humphrey Occupational Training Center.
- *Partnership Exploration Day* — Faculty members from various academic and vocational departments are given an opportunity to spend a day at their partner company. During this visit, faculty shadow company employees, learn about company policies, and gain an understanding of contemporary business practices.
- *Project STEP* (Skill Training for Exploration and Placement) — Project STEP is a systematic, city-wide program designed to provide school-to-work transition skills to Boston students. The Council developed and implemented the STEP curriculum and support materials which emphasize both work site experience and skill based instruction. STEP helps students learn how to explore their skills and interests in relation to the world of work and how to make and implement career decisions based upon their own skills and interests.
- *Advisory Committees* — The Council served as the organizer for a network of 250 representatives of the community at large, business, higher education, social services, and parents who serve on the Advisory Committees of the Humphrey Occupational Resource Center. The Center is a new skill training facility opened in 1981. The Advisory Committees assist the Center staff in each of nine occupational/vocational clusters with the planning, implementation, and evaluation of their educational programs.

Type of Business/School Involved in the Partnership

Participation in the Council is voluntary. Often the strong and active network of business executives has helped generate interest and involvement in the Council. The criteria for matching a particular business and school is the degree to which a business can provide the resources to meet the needs that a school has identified.

Initially, the Council focused business pairings with the secondary schools in the city. New programs expand to middle and alternative schools but the emphasis for most of the Council's work remains at the secondary level.

Conclusions and Implications

The Council has accumulated a wealth of experience which it has already applied to the growth and development of partnerships. In the early stages, partnerships developed autonomously with technical assistance co-

ordinated by the Council staff and some exchange among system-wide participants. Most early partnerships worked out well; others did not. A principle reason for an ineffective partnership stemmed from a lack of direction and the absence of institutional and practical commitment from each sector. Early experiences enhance the overall effectiveness of recent partnership efforts.

Experience has also indicated that there is a critical need for accurate long term planning and management from the administration in each school relative to the program development of the partnership. The Council also needs to be more actively involved in assessing the quality of partnership efforts. Today, there is less autonomy and more commitment to developing system-wide consistency and a capacity for long range planning. Accordingly, school and business liaisons were trained using a Key Results Management Model. This model and the accompanying planning program is intended to strengthen the position of the partnership within the school and their corporate partner, and to give the partnership increased credibility.

This training and subsequent work increases the involvement of the Headmasters in partnership implementation and helps provide the schools with the foundation needed for long range planning and for the management of school resources. Moreover, with long range plans business partners are better able to more accurately assess the ways in which they can mobilize resources to meet long term school needs.

The involvement of the Headmaster is now a critical component of Council planning efforts. Overall, the Council has demonstrated the slow, carefully-planned development needed to ensure credibility, effectiveness, and the success of school-business partnerships.

CHAPTER IV

DEVELOPMENT OF PARTNERSHIPS IN MASSACHUSETTS

A: Profiles of Schools with Coordinated Efforts

This section consists of brief profiles of Massachusetts school systems that are involved in some type of systematic school-business partnership effort that is coordinated within the system. Each profile describes the activities in both the school and business settings, notes the governance and coordination arrangements for the partnership, identifies a contact person for further information and lists typical outcomes as examples of various partnership efforts.

Acton-Boxborough
16 Charter Road, Acton, MA 01720

Superintendent:	Robert E. Kessler
Phone:	(617) 263-9503
Size of District:	4 Elementary; 1 Junior High; 1 High School
Contact:	Anne Thornton, Counseling/Career Resource Person
Phone:	(617) 264-4700, ext. 5987

The focus of Acton-Boxborough's school-business partnership efforts is on C.O.P.E., Career Opportunities and Practical Experiences. C.O.P.E. was conceptualized by the high school principal as a doctoral project. It is currently being implemented and coordinated by Ms. Thornton, Counseling/Career Resource Person, and has been in operation for about twelve years.

The program receives most of its support from the principal and is advertised primarily through the student handbook and flyers posted around the school.

A. In School Setting
- Guest speakers — as students express an interest, Ms. Thornton contacts and organizes career representatives to speak with them.
- Businesses provide a skill training program in computer science.

B. In Business Setting
- Shadowing — 300 sponsors have been recruited through C.O.P.E. They are available for a day of shadowing and hands-on experience. As part of the experience, students write a resume, make the on-site visit, fill out an observation sheet and write a brief report.

C. Resource Sharing
- Displays made by junior and senior high school students are utilized in the schools, the banks and in Acton Medical.

Examples of Selected Business Partners:

Karl Johnson Graphic Design
403 Massachusetts Avenue
Acton, MA 01720

Peabody Museum
11 Divinity Avenue
Cambridge, MA 02138

WBZ-TV Evening Magazine
1170 Soldier's Field Road
Boston, MA 02134

Acushnet
800 Middle Road, Acushnet, MA 02743

Superintendent:	John Souza, Jr.
Phone:	(617) 995-1125
Size of District:	1 Elementary; 1 Junior High
Contact:	above
Phone:	above

This unique partnership effort links the elementary and junior high at Acushnet with the Acushnet Cable TV Company. The overall coordination of the program is the responsibility of the superintendent working in cooperation with a local program director from cable TV.

The reciprocal possibilities of school-business partnerships are evident. The cable TV company established an operational studio at the school and provided technical training to both students and teachers. In return, the company receives favorable visibility as this program is widely supported by the teachers, school committee and students.

A. In School Setting
- Acushnet Cable TV Company has established a studio in the high school. Both elementary and junior high students receive technical skills training from teachers who have already completed a training program at the business site.

B. In Business Setting
- Elementary and junior high school teachers receive, three credits for a technical skills program on TV production and cable TV equipment use.

C. Resource Sharing

- Acushnet Cable TV has provided cable TV hardware at both the elementary and junior high levels. They also established a studio at the high school, complete with TV equipment, for which the company pays rent to the school. In addition they have provided a computer that connects to the company's main terminal and the school utilizes it for announcements and other purposes.

Examples of Selected Business Partners:

Acushnet Cable TV
700 Kempton Road
New Bedford, MA 02740

Adams-Cheshire Regional
Columbia Street, Adams, MA 01220

Superintendent:	William J. Mclaren
Phone:	(413) 743-0875
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Al Skrocki, Occupational Education Director
Phone:	(413) 743-5203

The school-business partnership efforts at the Adams Cheshire School District are under the guidance of Al Skrocki, the Occupational Education Director. Activities are about five to six years old and have the support of the school committee and the involvement of many teachers. Adams-Cheshire continues to explore new and exciting ways to make connections with business, as evidenced by their recent agreement with North Adams Regional Hospital which now provides their students with physical therapy services.

A. In School Setting
- Guest speakers are invited to address students with common interests, or individual students.
- The guidance department offers students the opportunity to conduct mock interviews in preparation for a college or job interview.
- A career center, open for student use, contains abundant career resource materials.

B. In Business Setting
- Field trips are offered to students who have expressed a specific career interest.
- As a follow-up on the guest speaker experience, students can participate in a more detailed shadowing experience at a business site.
- A work-study program for juniors and seniors allows students to acquire skill training and receive credit.

C. Resource Sharing
- North Adams Regional Hospital made an arrangement with Adams-Cheshire District to provide physical therapy to the students.

Examples of Selected Business Partners:

General Electric — allows its staff members to participate as guest speakers at the high school
100 Woodlawn Avenue
Pittsfield, MA 01201

North Adams Regional Hospital
Hospital Avenue
North Adams, MA 01247

South Adams Savings Bank
Center Street
Adams, MA 01220

WMNB Radio Station
Currar Highway
North Adams, MA 01247

Andover
Anns Lane, Andover, MA 01810

Superintendent:	Kenneth Seifert
Phone:	(617) 470-1700
Size of District:	2 Junior High; 1 High School
Contact:	Ruby Easton, Coordinator, Project Discovery Expanded
Phone:	(617) 470-1700, ext. 270

The exciting school/business/community partnerships in operation at Andover are generated and sustained by Project Discovery Expanded. This teacher-oriented career infusion program originally introduced into the Junior High as a result of a federally funded grant, currently operates from the Andover High School and is coordinated by Ruby Easton. The Project currently serves all of the secondary schools.

A unique feature of this project is the utilization of an active business/industry/community/education collaborative which initiates and supports a variety of experience-based career education activities. The collaborative, which consists of twenty-five representatives from area businesses, industries, and community, including delegates from the Andover School System, functions with a task force approach and meets monthly to develop and implement mutually defined goals.

A. In School Setting
- A Discovery Center that includes a community resource file of speakers and career-related print materials was developed.
- Discovery Weeks, a two-week program designed to promote career awareness in grades 7-9 via guest

speakers, shadowing, and other experiences was sponsored.

- A staff development course for an interdisciplinary group of teachers was arranged. The course included an information session on the organizational structure of a typical industry, followed by three site visits to various businesses, concluding with a session on work attitudes.
- The collaborative helped members of a social studies class complete a modified case study of a participating industry.

B. In Business Setting

- Businesses provided shadowing sites for selected students and facilitated several mentorship experiences.

C. Resource Sharing

The collaborative:

— surveyed all seventh grade parents, and several local businesses, industries and community resources to determine what they could provide for public education.
— gathered career related materials and distributed them to staff.
— prepared a career related bibliography and career resource manuals.
— provided films for classroom presentations.
— assisted with the use of a computer-assisted career education program (M.O.I.S.).
— made presentations about Project Discovery to various constituents: program advisors, P.T.O., faculty, press and State Department of Education.

Examples of Selected Business Partners:

Bon Secours Hospital
70 East Street
Methuen, MA 01844

Hewlett Packard
1776 Minuteman Road
Andover, MA 01810

Athol-Royalston Regional

584 Main Street, Athol, MA 01331

Superintendent:	James P. Kelley
Phone:	(617) 249-9522
Size of District:	1 Junior High; 1 High School
Contact:	Richard H. Smith, Principal
Phone:	(617) 249-3254

The guidance department of Athol-Royalston High School, responsible for the cultivation of school-business connections, has organized a multi-faceted career awareness program for students that has been active for three years.

A. In School Setting

- The guidance department organizes a College Night and Career Day to help students focus their future plans.
- Entering freshman students meet one day a week with guidance personnel and/or business personnel, to help develop resume writing skills and interviewing techniques.
- Business representatives serve as guest speakers for interested students.

B. In Business Setting

- A work study program allows students to work at a business, appropriate to their career goals, for a half or full day.
- A work-experience program frees up time for a student for salaried work, not necessarily appropriate for their career goals.
- Students can spend a day visiting a local business or industry to explore a career interest.
- Several businesses have offered on-site technical skills programs for students.

Examples of Selected Business Partners:

Athol Memorial Hospital
Main Street
Athol, MA 01331
— allowed on-site visits by interested students

Country Side Realty
253 East Main Street
Orange, MA 01364

Attleboro

Rathbun Willard Drive, Attleboro, MA 02703

Superintendent:	Bart O'Connor
Phone:	(617) 222-0012
Size of District:	7 Elementary; 3 Middle School; 1 High School
Contact:	Barbara Churchill, Guidance Department
Phone:	(617) 222-5150, ext. 122

Attleboro is one of the ten school systems and six businesses involved in B.E.C., the Business Education Collaborative. For a more complete description of school-business partnership activity in Attleboro, please see the B.E.C. case study in this publication.

Examples of Selected Business Partners:

Augat Incorporated
33 Perry Avenue
Attleboro, MA 02703

Bird Machine
Neponset Avenue
Walpole, MA 02081

Bedford

Mudge Way, Bedford, MA 01730

Superintendent:	Joseph E. Buckley, Jr.
Phone:	(617) 275-7588
Size of District:	2 Elementary; 1 Middle School; 1 High School; 1 Vocational
Contact:	Charles DiPietro, Occupational Education Director
Phone:	(617) 275-1700

The central data bank of career information for Bedford High School is located at the Occupational Education Resource Center. Donna MacLeod, coordinator of this center, has been successful in establishing school-business connections. In-service workshops for teachers, and a newsletter for students and teachers are the major dissemination methods employed to effectively spread the word about school-business partnership opportunities.

A. In School Setting
- Businesses participate in an all day career awareness program.
- Guest speakers from area businesses speak with students on the high school level.

B. In Business Setting
- Students visit businesses for a "shadowing" experience.
- Teachers go on-site for training: electronics teachers are working during the summer in industry to keep up to date on their technical knowledge; business teachers are receiving training at Digital Equipment Corporation on word processing and curriculum development.

C. Resource Sharing
- Businesses have donated equipment.

D. Governance
- Business representatives are included on the school advisory committee.

Examples of Selected Business Partners:

Computervision — donated equipment
Crosby Drive
Bedford, MA 01730

Digital Equipment Corporation — helped with curriculum development
Crosby Drive/Wiggins Avenue
Bedford, MA 01730

Millipore Corporation — donated equipment
Ashby Road
Bedford, MA 01730

Beverly

Sohier Road, Beverly, MA 01915

Superintendent:	William J. Longridge
Phone:	(617) 922-0316
Size of District:	8 Elementary; 2 Middle Schools; 1 High School; 1 Vocational
Contact:	Harold D. Homefield, Director
Phone:	(617) 927-0134

The coordinator of two relatively new school-business partnerships at Beverly High School, Harold Homefield, works in conjunction with area businesses, the superintendent, the assistant superintendent, and the guidance counselors, who meet as a committee to organize a Career Day program and a program that allows students to shadow a business person at the work site.

A. In School Setting
- Businesses participate in a Career Day, which is open to the students, other schools and the general community.
- Guidance department invites guest speakers from area businesses to make presentations.

B. In Business Setting
- Following a presentation by a guest speaker, students may elect to shadow a businessperson for a day, on-site.
- Radio Shack has provided computer training for Beverly teachers.

Examples of Selected Business Partners:

Sears Roebuck
North Shore Shopping Mall
Route 128
Peabody, MA 01960

USM Corporation
Elliot Street
Beverly, MA 01915

Varian Associates
Sohier Road
Beverly, MA 01915

Billerica

390 Boston Road, Billerica, MA 01821

Superintendent:	Paul J. Heffernan
Phone:	(617) 667-2142
Size of District:	6 Elementary; 2 Middle Schools; 1 High School
Contact:	Michael Ouellette, Career Education Director
Phone:	(617) 667-8300, ext. 219

The Billerica school-business connections are coordinated by Mr. Ouellette, with individual teachers responsible for different aspects of the program. It is a fairly longstanding effort with a variety of programs throughout the entire school system.

A. In School System
- A Career Day is organized for Juniors that is also open to other area schools. Businesses participate as guest speakers.
- At the middle school level a guest speaker from the business community speaks to the students each month.

B. In Business Setting
- A work-study program is available through the distributive education department.
- A program for seventh graders allows them to shadow a business person, at the site of business, on a weekly basis. Upon completion, the businessperson fills out an evaluation of the student.

C. Resource Sharing
- Billerica collaborates with Shawsheen Valley Regional Technical High School. Students go to Shawsheen Valley for skill training in electronics and word processing.
- Projects made by students in the distributive education program are sold at the Billerica Mall as a fund raising effort.
- Several area businesses have provided curriculum materials and electronic equipment.

D. Governance
- Business representatives are included in a General Advisory Committee.

Examples of Selected Business Partners:

Dynamic Research
60 Concord Street
Wilmington, MA 01887

Iverson Ford
257 Boston Road
Billerica, MA 01821

Purity Supreme
Boston Road
Billerica, MA 01821

Raytheon
141 Spring Street
Lexington, MA 021[illegible]
— has donated training manuals for the electronics assembly program

Elementary School
At the elementary level guidance counselors and teachers act as career resources. Workshops are offered to the staff on career awareness. The Parent-Teacher Organization coordinates a guest speaker program.

A. In School Setting
- Parents participate as guest speakers, informing students about the various aspects of their careers.
- Utilization of the Popeye series of comic books organized around fifteen career education clusters, emphasizes career opportunities and encourages decision making.
- Students travel to the junior high and senior high schools to tour the facilities.

Boston
26 Court Street, Boston, MA 02108

Superintendent:	Robert Spillane
Phone:	(617) 726-6364
Size of District:	77 Elementary; 1 Junior High; 23 Middle Schools; 18 High Schools
Contact:	Anita Jamieson, Director, Program and Staff Development
Phone:	(617) 268-2757

South Boston High School is one of Boston's eighteen high schools involved in school-business partnerships, through the efforts of the Tri-Lateral Council (see case study). S.B.H.S. works with its business partners, the Federal Reserve Bank of Boston, and the Gillette Company, Safety Razor Division, to provide exciting and enriching educational opportunities at South Boston High School. Anita Jamieson, Director of Program and Staff Development, works closely with the business coordinator to organize and execute the various partnership activities.

Partial Summary of Partnership Activities with South Boston High School 1981-1982:

A. In School Setting
- Technical Assistance and Resources were provided by the business partners for the development, planning and execution of a week-long Job Hunting Workshop in which approximately 120 students participated. Skills in job searching, applications, appearance and interviewing were among those offered during the workshop.

- Technical assistance and resources were provided by business partners for the development, planning and execution of the "Celebration of Learning" program held at the Federal Reserve Bank. Approximately 500 students, parents, teachers, and guests attended.
- Technical assistance was provided to yearbook instructional staff. A professional, paid consultant developed a program for the South Boston High School teaching staff.
- Quest — South Boston High School in cooperation

with its business partners developed this field-experience program for high-achieving ninth and tenth graders. Quest provides an opportunity for high achievers from diverse racial/ethnic backgrounds, to share rewarding and challenging educational experiences beyond the regular curriculum material.
- Business partners assisted in writing Micro-Computer and Business Training proposals.
- OASIS — This collaboration between S.B.H.S. and three social service agencies provides counseling services to students and their families.

B. In Business Setting
- Seminar and tour of manufacturing facilities was given to twenty-five accounting students by Gillette Corporation, Safety Razor Division Controller, Dave Jasie and five managers of the Controllers Area. Students were given an overview of accounting and its career opportunities, a tour and lunch with financial staff personnel.
- Boston Summer Jobs Program — twenty-five full-time summer jobs were provided to students.
- Pre-employment clerical training was provided to six students.
- Three work-study students were hired during the school year.

C. Resource Sharing
- Curriculum Material — S.B.H.S. Business Lab Director and the Federal Reserve Bank's Skill Development Center director exchanged curriculum materials.
- A Braun photo enlarger was donated to the school.
- Four students were sponsored in Project Close-Up (a week-long nationally sponsored program in Washington, D.C.).
- Contributions to various scholarship funds were made by business partners.

Examples of Selected Business Partners:

Federal Reserve Bank of Boston
600 Atlantic Avenue
Boston, MA 02102

Gillette Company
Safety Razor Division
Gillette Park
South Boston, MA 02127

Chelsea

208 City Hall Road, Chelsea, MA 02150

Superintendent:	Vincent B. McGee
Phone:	(617) 884-0407
Size of District:	4 Elementary; 1 Junior High; 1 High School
Contact:	Mary Raimo, Occupational Education
Phone:	(617) 884-0003

School-business partnerships at Chelsea High School were formed through the Occupational Education Program composed of an Advisory Committee, an Industrial Arts Program, a Work-Study Program, a Volunteer Program and a Speakers Bureau. A counselor from the Division of Employment Services is stationed at the school to help students find employment. Career awareness news is included in a daily school bulletin, in bulletin board notices and in notices sent to homerooms and through the local paper.

A. In School Setting
- Guest speakers from area businesses serve as classroom discussion leaders.

B. In Business Setting
- Local businesses allow on-site visits by interested students, as well as shadowing of employees.
- A work-study program allows students to gain work experience at a business site in which they have a career interest.

C. Resource Sharing
- Businesses have donated computer hardware and software.
- Student-made goods are displayed at the Mystic Mall.

D. Governance
- Business representatives are included on the school advisory committee.

Examples of Selected Business Partners:

John Hancock Mutual Life Insurance — sent guest speakers
Hancock Place
Boston, MA 02139

Prudential Insurance Company — staff participate as classroom discussion leaders
800 Boylston Street
Boston, MA 02199

Shawmut Corporation — provided on-site training for students in advertising
1 Federal Street
Boston, MA 02109

Cohasset

143 Pond Street, Cohasset, MA 02025

Superintendent:	Eugene C. Crowell
Phone:	(617) 383-6111
Size of District:	2 Elementary; 1 Junior High; 1 High School; 1 Vocational
Contact:	Anne Porter, Guidance Department
Phone:	(617) 383-6102

The school-business connections at Cohasset High School are organized by Mrs. Porter in the guidance department. A computerized system is utilized as a resource for career information. There is a tenth grade guest speaker program organized through the Boy Scouts of America. In addition, the Cohasset Social Service League organized internships for students, in conjunction with Mrs. Porter.

A. In School Setting

- The business department invites business representatives to serve as guest speakers.
- The career awareness program hosts guest speakers, at the sophomore level, through the Boy Scouts of America.
- The Department of Education has funded ten week-long computer training courses for teachers and faculty.

B. In Business Setting

- The business department organizes visits to local banks for students.
- Cohasset High School, along with the Cohasset Social Service League offers voluntary internships to students two weeks in length, with local businesses.

C. Resource Sharing

- The Rotary Club organizes various cultural and sports events for students.

D. Governance

- Business representatives are included on a school advisory committee.

Dighton

Horton Street, North Dighton, MA 02764

Superintendent:	Joseph C. Harrington
Phone:	(617) 252-4500
Size of District:	1 Elementary; 1 Junior High
Contact:	L.T. Wontkowski, Principal, Dighton Junior High
Phone:	(617) 669-5432

Mr. Wontkowski is the prime mover behind the efforts to engage business support for educational aims. He coordinates the Citizen Service Award Program which rewards junior high students who exhibit exemplary attitudes towards school and school work. This program is endorsed by twenty area businesses.

A. In School Setting

- Citizen Service Award Program — at the end of the school year each student who has received an "A" in Citizenship every quarter receives a "Sponsor's Award" (plaque) from the school on behalf of the business sponsors of the program.
- Guest Speakers — area business representatives are invited to speak with students in the classroom. Prior to the visit, students write out their questions for the business sponsor, to allow preparation of an appropriate presentation.

B. In Business Setting

- Field Trips — students sometimes go on field trips to the sponsoring business.

Examples of Selected Business Partners:

Bristol County Savings
35 Broadway
Taunton, MA 02780

Princess House Incorporated
1455 Summerset Avenue
North Dighton, MA 02764

Reed and Barton Silversmiths
144 West Britannia Street
Taunton, MA 02780

Swank Incorporated
Warner Boulevard
North Dighton, MA 02764

Douglas

Depot Street, Douglas, MA 01516

Superintendent:	Norman T. Michaud
Phone:	(617) 476-3332
Size of District:	1 Junior High; 1 High School
Contact:	Donald Johnson, Guidance Department, Douglas Memorial High School
Phone:	(617) 476-3332

The Education Based Career Experience Program (EBCE) is the focus of school-business connections at Douglas High School. There are two coordinators of this work-study type program. The guidance department also organizes a career day.

A. In School Setting

- Students can take a half-year career awareness course focusing on interviewing techniques, value clarification and application skills.
- The EBCE Program allows students to work at a business four days a week and spend the fifth day in the classroom.
- A Career Day, with representatives from businesses, military services, and the community, offers students an opportunity to learn about a variety of career options.

Duxbury

130 St. George, Duxbury, MA 02332

Superintendent:	Seldon V. Whitaker
Phone:	(617) 934-5601
Size of District:	2 Elementary; 1 Middle School; 1 High School;
Contact:	James Lyng, Director, Pupil Personnel Services
Phone:	(617) 934-6596

Both James Lyng and Seldon V. Whitaker have been responsible for coordinating business involvement in education at Duxbury for the past few years. This career awareness program operates in the middle and high schools and is advertised through weekly announcements, a monthly school paper and the guidance bulletin boards.

A. In School Setting

- A career awareness program for eighth graders utilizes a computer to survey students' career interests. The community is then canvassed for business persons whose career/job matches the student's interests. A one-time morning program is arranged during which the students sign up for and visit four of these interest areas and talk with the business representative.
- An evening career awareness program is sponsored by the high school in conjunction with the Rotary Club. Representatives of fifty career areas give tenth, eleventh and twelfth graders an opportunity to explore their career interests.
- Guest speakers are invited into the classroom for career discussions. They also provide workshops on resume writing, interview techniques and other job seeking skills.

B. Governance

- Career Advisory Council — representatives from the business community are members of the council. Each department head can consult with the council on career related educational issues.

Examples of Selected Business Partners:

McDonald's Systems
475 Furnace Street
Marshfield, MA 02050

South Duxbury Pharmacy
Standish Street
Duxbury, MA 02332

Easthampton

130 Main Street, Easthampton, MA 01027

Superintendent:	Neil A. Pepin
Phone:	(413) 527-1510
Size of District:	3 Elementary; 1 Middle School; 1 High School; 1 Vocational
Contact:	Alexander Velis, Coordinator, Guidance Department
Phone:	(413) 527-6803

High School

A career awareness program reflects the well developed efforts of Alexander Velis and other guidance counselors who have integrated numerous businesses into the varied career activities available to the high school students. Each aspect of the program is initiated and is organized by Mr. Velis and the guidance department staff. Teachers are supportive of the program, preparing students for participation in the various events and arranging for missed classes and assignments.

A. In School Setting

- Career Day Programs — these programs are organized and presented in different academic departments at various times. They tend to focus on one occupational area, for example, Allied Health Day. During the entire day representatives from that career discuss the occupation, the education requirements and prospects for high school students.
- Guest Speakers and Classroom Lecturers — speakers from various occupations are invited to make class presentations to students.

B. In Business Setting

- Career Exploration Program (C.E.P.) — a comprehensive career exploration program designed to supplement students' formal education with participation in a career experience and/or work study arrangement within the school and the surrounding community. Several types of career experiences are available to the students, such as:
  - — Shadowing: Introduction to a career through observation for 3-5 hours a week.
  - — Trainee: Training in specific tasks geared towards an entry level job for fifteen hours a week.

— Apprenticeship: Formal training program, leading to a license in a particular trade.
— Aides: Active involvement in a variety of areas as assistants 1-2 hours a day.

There are fourteen career areas represented in the Career Exploration Program including audio-visual aides, commercial arts, culinary arts, health aides, money and banking, small engines, computer programming and word processing, to name a few.

- Field Trips — the Chamber of Commerce arranged for thirty businesses to participate in on-site visits. Students are screened and selected to spend a day at a business site. Transportation and other accommodations are provided by the school.

C. Resource Sharing
- Many businesses have donated equipment which is used in the C.E.P. program, including:
  — kitchen equipment, donated by Friendly's Corporation.
  — smocks, table settings, consultants, provided by Burger King.
  — a blueprint machine donated to the school.
  — small motors donated by a local garage.

Examples of Selected Business Partners:

Burger King
113 Northampton Road
Easthampton, MA 01027

Easthampton Savings Bank
36 Main Street
Easthampton, MA 01027

Friendly Corporation
Wilbraham Road
Springfield, MA 01101

Riverside Industries
One Cottage Street
Easthampton, MA 01027

Middle School
Whitebrook Middle School
Larry Trinceri
Guidance Department
(413) 527-6000

Mr. Trinceri coordinates the career exploration program at the middle school, contacting career representatives, scheduling school visits and securing any needed equipment.

A. In School Setting
- During the late winter a career exploration program is run one day a week for four weeks. Guest speakers from various occupations come in pairs and speak with the fifth and sixth grade students. In addition, Northeast Utilities runs a training session for the speakers to help prepare them for the visit. Generally, these presentations are followed by continued classroom discussions.
- Career Fair — students research various careers and put up displays in the library. This career fair is open to the community as well as to the school population.

B. Resource Sharing
- Businesses often provide curriculum materials. For example, Northeast Utilities provided science classes with the insides of electric meter boxes.
- Student art work is displayed at local stores.

Examples of Selected Business Partners:

Northeast Utilities
Easthampton, MA 01027

Elementary School
Easthampton Elementary School
Dick Krazanowski
Special Education
(413) 527-1510

Much of the school-business activity on the elementary level is the result of random contacts made by individual teachers.

A. In School Setting
- Guest speakers are invited to come into the classroom.

B. In Business Setting
- Field trips to a dairy farm, banks or industry are arranged.

C. Resource Sharing
- Student art work is displayed at local banks.

East Longmeadow
180 Maple Street, East Longmeadow, MA 01028

Superintendent:	Wayne S. Porter
Phone:	(413) 525-3436
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Robert Camp, Guidance Chairman
Phone:	(413) 325-7800

The main organizer of school-business partnerships at East Longmeadow High School is Diane McCormick, who along with three other guidance counselors, implement the career awareness related programs. The Chamber of Commerce helps oversee this program which is voluntary for students. News of this program is published in a yearly report.

A. In School Setting
- Juniors and seniors involved in the career awareness/employment class spend one semester im-

proving their resume writing and interviewing techniques.

B. In Business Setting
- Students in the career awareness class choose three business sites to visit.

Examples of Selected Business Partners:

Amphion Recording Studio
114 Brooklyn Street
Vernon, CT 06086

East Longmeadow Fire Department
21 Maple Street
East Longmeadow, MA 01028

Shaker Road Animal Hospital
108 Shaker Road
East Longmeadow, MA 01028

Easton
580 Washington Street, South Easton, MA 02375

Superintendent:	George P. Lane
Phone:	(617) 238-4383
Size of District:	4 Elementary; 1 Junior High; 1 Middle School
Contact:	Cyrus Comninos, Work Experience Coordinator
Phone:	(617) 238-4339

School-business partnership efforts in Easton are organized primarily by the guidance department, with the support of teachers and administration.

A. In School Setting
- Career Information Center — guest speakers are invited to the center to speak with small groups of students. The center also has career information available on a computer system in addition to print material such as catalogues and books.
- In-service training for teachers on topics such as career education and computer literacy is provided by a local teacher's center.

B. In Business Setting
- Work Experience Program — students have the opportunity to visit a business site.
- Summer courses are offered to high school students at Stonehill College.
- Workshops are offered at Brockton High School for middle and junior high students during the summer.
- DUKE Program — uses vocational materials and field trips to promote career awareness. Some of the careers explored include landscaping, small engines, child care.
- Computer workshops are offered by Radio Shack.

C. Governance
- Businesses serve on the advisory council that regulates the work experiences program.

Examples of Selected Business Partners:

Easton Materials Handling Equipment Corporation — provided a work experience site
800 Washington Street
South Easton, MA 02356

Liberty Mutual
Shovel Shop Square
North Easton, MA 02356

Radio Shack
675 Belmont Street
Brockton, MA 02403

Fall River
417 Rock Street, Fall River, MA 02720

Superintendent:	John R. Carreiro
Phone:	(617) 678-4571, ext. 200
Size of District:	31 Elementary; 4 Junior High; 1 High School
Contact:	Joseph J. Caruso, Director, Office of Instruction
Phone:	(617) 678-4571, ext. 217

Fall River has hired a staff person to establish and coordinate connections between the school and businesses. In addition, an Advisory Board has been formed to help design and oversee the career awareness program.

A. In School Setting
- The Chamber of Commerce has provided a list of available guest speakers from the business community.
- Fall River has a voluntary mentor program for the gifted and talented. Community members work with gifted students around a common interest.
- Student-made goods are sold in a student-operated store in the high school.

B. In Business Setting
- Fall River has its own Staff Development Program in the form of workshops that are available to people in the school system. These utilize community resources and also involve local businesses.
- A work-study program with one business is in operation.

C. Resource Sharing
- Student-made goods are used for lobby displays in a local mall.

D. Governance
- Business representatives are included on a school advisory board.

Examples of Selected Business Partners:

Bank of New England
55 North Main Street
Fall River, MA 02720

Clevepak Incorporated
1075 Airport Road
Fall River, MA 02720
— has awarded the school a grant, enabling them to set up a work study program

Marine Museum
70 Water Street
Fall River, MA 02720
— has given workshops to school staff on how to use the museum as an educational tool

Falmouth

340 Teaticket Highway, Teaticket, MA 02536

Superintendent:	Robert V. Antonucci
Phone:	(617) 548-4110
Size of District:	4 Elementary; 1 Junior High; 1 Middle School; 1 High School
Contact:	Gordon Schimmel, Assistant to the Superintendent
Phone:	(617) 548-0151

Falmouth established a committee to explore partnership possibilities with business through the Falmouth Chamber of Commerce. The Chamber of Commerce organizes the business participants for the Career Awareness Day, while the guidance department coordinates activities at the school level.

A. In School Setting
- Career Awareness Day — planned for eighth graders at the high school level. Thirty to forty representatives organized by the Chamber of Commerce are invited to participate.
- Project BICEP, Barnstable Inservice Career Education Program, coordinated by Pat Duffy, provides in-service training for teachers and administrators.

B. In Business Setting
- Field trips and occasional shadowing opportunities are available for students.

C. Resource Sharing
- Businesses donate equipment and provide classroom workspace.

D. Governance
- Business representatives participate in a senior high school advisory council.

Examples of Selected Business Partners:

Benthos Incorporated
Edgarton Drive
North Falmouth, MA 02556

Island Queen Commuter Corporation
Dillingham Avenue
Falmouth, MA 02540

Nice and Natural Hair Design
301 Dillingham Avenue
Falmouth, MA 02540

Pimento Electric
150 Worcester Court
Falmouth, MA 02540

Foxborough

Carpenter and South Street, Foxborough, MA 02035

Superintendent:	Troy Earhart
Phone:	(617) 543-4811
Size of District:	3 Elementary; 1 Junior High; 1 Middle School
Contact:	Andrew Whalen, Guidance Department
Phone:	(617) 543-4811. ext. 139

Foxborough is one of ten school systems and six businesses involved in B.E.C., a collaborative effort between business and education. B.E.C., the Business Education Collaborative, utilizes the resources of the businesses to significantly expand career awareness and opportunity for students. For a more complete description of the school-business partnership activity in Foxborough, refer to the B.E.C. case study in this publication.

Examples of Selected Business Partners:

Analog Devices Incorporated
Route 1
Norwood, MA 02062

Attleboro Chamber of Commerce
46 Union Street
Attleboro, MA 02703

Foxboro Company
38 Neponset Avenue
Foxborough, MA 02035

Framingham

Administrative Center, 454 Water Street
Framingham, MA 01701

Superintendent:	Rigas P. Rigopoulos
Phone:	(617) 877-8744
Size of District:	9 Elementary; 3 Middle Schools; 2 High Schools; 1 Vocational
Contact:	Paula F. Henry, Career Specialist
Phone:	(617) 877-6108

Framingham is one of nine school districts which participate in REVAP, Regional Expanding Vocational Awareness Project. REVAP is sponsored by the South Middlesex Chamber of Commerce which consists of approximately 650 businesses in a nine town area. For a more complete description of the school-business partnership activity at Framingham please see the REVAP case study in this publication.

Examples of Selected Business Partners:

Aritech
25 Newbury Street
Framingham, MA 01701

Prime Computer
145 Pennsylvania Avenue
Framingham, MA 01701

Raytheon Corporation
435 Boston Post Road
Wayland, MA 01778

Gardner

95 Pleasant Street, Gardner, MA 01440

Superintendent:	David M. Russell
Phone:	(617) 632-1000
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Phil D. Wahl, Director of Instructional Services
Phone:	(617) 632-1602

Career-related business contacts in Gardner are presently coordinated by the guidance office. There is a career and occupational education program and a resource room for career education materials. Mr. Wahl, however, is currently working with the Chamber of Commerce to establish additional business connections.

A. In School Setting
- The guidance department set up a career education resource room, complete with related audio-visual materials.
- Students use "The Elementary Economist," a monthly publication about the economy, published by the National Center of Economic Education, Lesley College.

B. In Business Setting
- Through the distributive education program students can opt for a work-study experience.

C. Resource Sharing
- Several businesses have provided curriculum materials.
- Student-made goods are utilized in lobby displays in local stores.

D. Governance
- Several businesses are included on the school advisory committee, for the Occupational Education grant and the Distributive Education grant.

Examples of Selected Business Partners:

Digital Training Center
Bedford, MA 01730

Henry Haywood Memorial Hospital
Green Street
Gardner, MA 01440

Nickles and Stone
232 Sherman Street
Gardner, MA 01440

Simplex Time Recorder
Simplex Plaza
Gardner, MA 01440

Georgetown

1 Library Street, Georgetown, MA 01833

Superintendent:	Robert J. Sinabaldi
Phone:	(617) 352-8706
Size of District:	2 Elementary; 1 High School
Contact:	June P. Cook, Business Department
Phone:	(617) 352-8113

The school-business connections at Georgetown are channeled through the Career Education Program. This new program, coordinated by June Cook of the Career Education Task Force, is supported by federal grants and aided by the enthusiasm of the administration and the school committee.

A. In School Setting
- A Career Resource Center and Community Resource Bank were established with the help of the local parent-teacher organization. The bank, available for teacher and student use at all levels, lists over one hundred community volunteers willing to share their occupational roles with students.
- Guest speakers are invited by teachers from the listing in the Community Resource Bank.
- Georgetown has an annual Career Day, during which students register for workshops in fifteen different career categories. Following the workshop there is an informal panel for seniors on interviewing techniques for both job applications and college entrance.

B. In Business Setting
- With the creation of the Career Resource Bank, teachers can now arrange for worksite visitations, field trips and shadowing experiences for students.

C. Governance
- Georgetown plans to form a school advisory committee to obtain direct input from the business community and to encourage the development of activities to support collaboration between education and business.

Examples of Selected Business Partners:

Berkshire Manufactured Products
116 Parker Street
Newburyport, MA 01950

Cammett and Kutenski Engineering
484 Main Street
Amesbury, MA 01913

General Electric
40 Federal Street
Lynn, MA 01905

United Foam Plastic Corporation
East Main Street
Georgetown, MA 01833

Grafton
3 Central Square, Grafton, MA 01519

Superintendent:	Kenneth J. Grew
Phone:	(617) 839-5422
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Richard Howarth, Principal
Phone:	(617) 839-5421

The Grafton School Committee encourages business-school connections so that curriculum goals can reflect computer literacy and career options in accordance with the regional high-tech influence. Currently, the program is coordinated by Mr. Howarth's office, however every principal makes their own contacts with businesses. Teachers are kept informed of these opportunities through their in-service committees.

A. In School Setting
- Businesses participate in a career consortium for the junior high.
- Business representatives serve as classroom discussion leaders on the elementary level.

B. In Business Setting
- Students can make on-site visits to businesses if appropriate to their career goals.

C. Resource Sharing
- Several businesses have made curriculum and other resources available to schools in the system.

D. Governance
- Business representatives are included on the Basic Skills Advisory Committee.

Examples of Selected Business Partners:

Data General
Mechanics Bank Tower
Worcester, MA 01601 — has provided a mini-computer to the system

Hanover
848 Main Street, Hanover, MA 02339

Superintendent:	Robert P. Fox
Phone:	(617) 878-0786
Size of District:	3 Elementary; 1 Junior High; 1 High School; 1 Vocational
Contact:	William Wilcox, Guidance Department
Phone:	(617) 878-3990

The school-business partnership in Hanover is operated with the assistance of the guidance department and the Boy Scouts Explorer's Program. It is a fairly new program.

A. In School Setting
- A Career Day, organized for the entire student body every other year, affords students the opportunity to investigate career interests by speaking with business representatives.
- Monthly speakers are invited to speak to freshman through the Explorer's Program.
- In-service training on career awareness is made available to staff at the administrative level.

B. In Business Setting
- Shadowing opportunities for students are now being organized.

Examples of Selected Business Partners:

E.F. Hutton Company Incorporated
1 Boston Place
Boston, MA 02108

Massachusetts Mutual Life Insurance
2 Center Plaza
Boston, MA 02108 — have participated as guest speakers

WRKO
RKO General Building
Government Center
Boston, MA 02114

Hanson

School Street, Hanson, MA 02341

Superintendent:	Albert E. Keirnan
Phone:	(617) 293-9444
Size of District:	1 Elementary; 1 Middle School
Contact:	Adelino Bernardo, Guidance Department
Phone:	(617) 293-6641

Mr. Bernardo and the guidance department organize the partnership efforts for the elementary and middle school in Hanson. A survey is sent out to members of the community to solicit guest speakers. Once or twice a month, speakers are invited into the eighth grade to talk about their careers/occupations/roles. The entire school cooperates in this effort, especially the reading and English teachers.

Holyoke

98 Suffolk Street, Holyoke, MA 01040

Superintendent:	George Counter
Phone:	(413) 534-5678
Size of District:	10 Elementary; 2 Junior High; 1 High School; 1 Vocational
Contact:	above
Phone:	above

The superintendent of schools has established an advisory group of private industry presidents. Currently, they meet regularly and are exploring ways in which businesses and the schools can work together to improve the quality of public education.

King Phillip Regional

201 Franklin Street, Wrentham, MA 02093

Superintendent:	William J. Costa
Phone:	(617) 384-2174
Size of District:	1 Junior High; 1 High School; 1 Vocational
Contact:	John Young, Business Education Collaborative Liaison
Phone:	(617) 384-2174

King Phillip Regional School District is a member of the Business Education Collaborative, see case study. Mr. Young, liaison between business and education for the collaborative, is presently expanding the career awareness program at King Phillip. The program involves the cooperation of teachers, counselors and the business community.

A. In School Setting

- Business personnel managers were given a tour of the school to help them become familiar with current educational practices.

B. In Business Setting

- On-site visitations are available to high school students.
- Teachers have toured business facilities to familiarize themselves with the sites that students visit.
- On-site technical skills programs for teachers helps them gain experience and update their technical knowledge.
- A variety of businesses have donated equipment.

Examples of Selected Business Partners:

Codex
20 Cabot Boulevard
Mansfield, MA 02048
— has offered on-site technical skills programs for students

Digital Equipment Corporation
Crosby Drive
Bedford, MA 01730
— has offered on-site technical skills programs and computer training for teachers

Lawrence

237 Essex Street, Lawrence, MA 01840

Superintendent:	Eugene F. Thayer
Phone:	(617) 682-9020
Size of District:	15 Elementary; 3 Junior High; 1 High School
Contact:	Susan O'Neill, Coordinator, Occupational Projects
Phone:	(617) 683-2785

The Lawrence school system is expanding its school and business connections. The Industry Education Collaborative Council was created by the Greater Lawrence Chamber of Commerce to establish a partnership between the private sector, the educational community, and manpower training agencies that can improve career education in the school system. The first program sponsored by the collaborative was completed this summer. Teachers worked in private industry to update their knowledge and understanding of the operation of the industry and the skills needed by students entering the workforce. Many other programs are now in the planning stages. The guidance department, meanwhile, is in charge of existing programs at the high school level.

A. In School Setting

- A guidance-placement counselor is available to

help students locate employment or a work experience.

B. In Business Setting

- The placement counselor sets up on-site visits and shadowing experiences for seniors who are interested in permanent employment after graduation.
- Students can enter a work-study program with the aid of the placement counselor.

Examples of Selected Business Partners:

Allstate Insurance Company
240 Pleasant Street
Methuen, MA 01844

McDonald's
388 Essex Street
Lawrence, MA 01840

Osco Drugs
73 Winthrop Avenue
Lawrence, MA 01840

Lee

Crossways, Lee, MA 01238

Superintendent:	Vahan Knachaddorian
Phone:	(413) 243-0276
Size of District:	1 Elementary; 1 High School
Contacts and Phones:	James Gralla, Occupational Director, (413) 243-2781 John Coster, South Berkshire Educational Collaborative, (413) 298-3614

Lee is one of nineteen Berkshire area systems that participates in the South Berkshire Educational Collaborative. Most of Lee's school-business activity occurs under the auspices of the Collaborative. As the South Berkshire Educational Collaborative will be mentioned in other profiles, a brief description is included.

The Collaborative, begun in 1975, is the "service arm" for all the communities that participate and is the prime organizer in school-business activity for many of the communities. They contact businesses, set up programs and secure funds for the communities. The Collaborative operates with an executive director, and a board of directors. School superintendents and school committees are the liaisons in the schools to the Collaborative.

In Lee, Mr. James Gralla, Occupational Director, coordinates the partnership activities in the school system. He keeps teachers informed about the in-service training activities available through the Collaborative.

Lenox

Town Hall, Lenox, MA 01240

Superintendent:	Roland M. Miller
Phone:	(617) 637-0204
Size of District:	2 Elementary; 1 High School (6-12)
Contact:	Louis Bertocci, Vocational Guidance Counselor
Phone:	(617) 637-1531

Most of the school-business partnerships at Lenox are organized through their membership in the South Berkshire Education Collaborative. On the high school level, Mr. Bertocci, a vocational/guidance counselor, is responsible for coordinating the contact with the collaborative.

A. In School Setting

- Guest speakers and general career awareness programs are integrated into elementary classroom activities.
- The Career Awareness Program is geared towards eighth graders and presents four days of awareness about career options. Students are also exposed to the internship program of the South Berkshire Educational Collaborative.

B. In Business Setting

- The Collaborative sponsors an internship program for students under the direction of Jim Secundi. Mr. Secundi sets up the internship with a community business, organizes it and monitors students' progress. Students who express an interest in an internship to Mr. Bertocci are then connected with Jim Secundi.

C. Governance

- Business representatives are included on a school advisory council.

Examples of Selected Business Partners:

Minkler Insurance Company
Main Street
Stockbridge, MA 01262

Molleur Brothers
North Street
Pittsfield, MA 01201

Lexington

1557 Massachusetts Avenue, Lexington, MA 02173

Superintendent:	J. Geoffrey Pierson
Phone:	(617) 862-7500
Size of District:	7 Elementary; 2 Junior High; 1 High School
Contact:	Jane Redlich, Coordinator, Experience-Based Program
Phone:	(617) 862-7500

Lexington's school-business partnerships are organized by Jane Redlich, Coordinator of the Experience-Based Education Program which has been in existence about six years. The program includes a work-study coordinator and a career center, both of which utilize businesses for educational experiences.

A. In School Setting

- A career center at the high school helps students focus their interests with the use of a computer aided information system.
- The Transition Program trains students with disabilities for careers.
- Lexington hosts a Career Day, when students meet with many college representatives. There is also Military Day, when members of the armed forces provide career information.

B. In Business Setting

- Lexington has a full-time internship program for students in the last half of their senior year. Organized by Jane Redlich, this program allows the student to work four days of the week at a business. The fifth day of the week is spent working with the program coordinator, on value clarification and decision making.
- Another type of internship under the Experience-Based Program, allows students to spend one day a week in a local business. Students receive two credits, a grade, and tight supervision.
- Faculty are offered a variety of in-service courses after school and in the evening.
- Digital Equipment Corporation has trained teachers to work with students on computers.

C. Resource Sharing

- Several businesses have made curriculum and other resources available to the schools.
- Businesses have made equipment donations of hardware and software.

Examples of Selected Business Partners:

Digital Equipment Corporation
146 Main Street
Maynard, MA 01754
— has trained teachers in computer programming, and has made equipment donations

Sidney Farber Cancer Institute
44 Binney Street
Boston, MA 02115
— has allowed students to work as part of the internship program

Lowell

89 Appleton Street, Lowell, MA 01852

Superintendent:	Henry Mroz
Phone:	(617) 454-5431
Size of District:	18 Elementary; 8 Junior High; 1 High School; 1 Vocational
Contact:	James Foye, Director of Guidance
Phone:	(617) 454-5431

School-business partnerships in Lowell are organized by Mr. Foye, Director of Guidance, with cooperation from the Greater Lowell Collaborative and Chamber of Commerce. Activities have been in place for 8-9 years and are well supported by the superintendent with much teacher involvement.

A. In School Setting

- Career Day, College Night and Job Fair are all organized around students' expressed interest. Coordination of guest speakers with the business community is accomplished via the collaborative.

B. In Business Setting

- In-service training for teachers on the use of the Apple II computer was organized by the Chamber of Commerce.
- The Massachusetts Council of Economics also sponsored in-service training for teachers and administrators.
- Shadowing experiences are available to students in businesses represented by the Greater Lowell Chamber of Commerce.

C. Resource Sharing

- A wide array of curriculum materials, tapes, records and filmstrips, were made available from Fortune 500 companies.
- A variety of cultural events have been sponsored by the Chamber of Commerce.

D. Governance

- Business representatives are included in school advisory groups.

Examples of Selected Business Partners:

Digital Equipment Corporation
Salem Systems Manufacturing
9 Northeastern Boulevard
Salem, MA 01970

Lowell Academy of Hairdressing
136 Central Street
Lowell, MA 01852

Wang Data Center Division of Wang Laboratories
1 Industrial Avenue
Lowell, MA 01852

Ludlow

63 Chestnut Street, Ludlow, MA 01902

Superintendent:	James E. Tierney
Phone:	(413) 583-8372
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	James Cavallo, Principal, High School
Phone:	(413) 589-9898

Partnership efforts with businesses have been in existence in Ludlow for at least ten years. Although there is no overall coordinator, several school personnel are involved including the principal, department chairpersons, guidance department, and individual teachers.

A. In School Setting

- Career Day — businesses and service industries are invited to participate in this annual event. In addition to obtaining information about various fields, some students are interviewed and often hired by the business.
- Guest Speakers — are invited from area businesses to speak to various classes.
- Collaboration exists with six other schools to present a career education slide show and to organize some technical skills training in the company.

B. In Business Setting

- Field trips to various businesses are available to students.

C. Resource Sharing

- Computer hardware and software material is made available to the high school.

Examples of Selected Business Partners:

Baybank Valley
Main Street
Springfield, MA 01101

General Motors
Western Avenue
Framingham, MA 01701

Rexcel
Massachusetts Avenue
Ludlow, MA 01056

Lynnfield

505 Main Street, Lynnfield, MA 01940

Superintendent:	Sally Dias
Phone:	(617) 334-5544
Size of District:	2 Elementary; 1 Middle School; 1 High School
Contact:	Gil Bulley, Curriculum Director
Phone:	(617) 334-4305

The development of school-business connections in Lynnfield is the shared responsibility of the guidance department and Curriculum Director Bulley.

A. In School Setting

- Representatives from each guidance department, the guidance director, and teachers from the school district formed a group to keep each other informed of the career education programs in place in their respective schools.
- Guest Speakers — the teacher responsible for career education organizes guest speakers for the elementary level classroom.
- Career Morning — junior high science teachers organized representatives from various science areas to discuss their careers.
- Career day and night is available to high school students. Representatives of businesses which reflect students' interests as determined by a survey are invited to participate.
- Computerama — displays by various computer vendors are used as fundraisers for schools.
- Computer/Sports Camp — after summer school session, students, grades 5-8 can attend a two-week computer/sports camp run by teachers and supported by a computer company.

B. In Business Setting

- Small work-study program is available through the guidance department.
- In-service computer training for teachers with Digital Equipment Corporation and summer work opportunities are available.

C. Resource Sharing

- Computer equipment donated by Data General.

Examples of Selected Business Partners:

Data General Corporation
4400 Computer Drive
Westborough, MA 01581

Digital Equipment Corporation
146 Main Street
Maynard, MA 01754

Unicom Division of United Camera
850 Providence Highway
Dedham, MA 02026

Manchester

Lincoln Street, Manchester, MA 01944

Superintendent:	Nancy Smith
Phone:	(617) 526-4919
Size of District:	1 Elementary; 1 Junior High; 1 High School
Contact:	Jaqueline Jermain, Alternative Program Coordinator
Phone:	(617) 526-4494

The Career Awareness Program is the focus of school-business activity in Manchester and stems from the efforts of Jaqueline Jermain in cooperation with teachers and other school staff.

A. In School Setting

- Business representatives speak to students in the classroom via panel discussions.
- A Career Day, held in the gymnasium for juniors and seniors, allows students to speak one-on-one with business representatives about their career interests.

B. In Business Setting

- Students in the eighth grade have a "Shadowing Day" where they shadow a parent, their own or a classmate's, at their place of business. As a follow-up exercise, students submit a written report on the experience in their English class, and an oral report in their social studies class, thus sharing their insights and experiences with other students.
- Manchester affords students the opportunity to participate in a work-study program with local businesses.
- Seniors can participate in a Career Exploration project which allows them to spend the last six weeks of school, full time, at a business that is suited to their career interest.

Examples of Selected Business Partners:

Beverly-Peabody *Times*
Dunham Road
Beverly, MA 01915

Cape Ann Savings Bank
Beach Street
Gloucester, MA 01930

Lufkin and Brown Realtors
222 Washington Street
Gloucester, MA 01930

Mansfield

P.O. Box 428, Mansfield, MA 02048

Superintendent:	Robert Barbarisi
Phone:	(617) 339-4595
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Daniel Fitzgerald, Guidance Counselor, Work Experience Coordinator
Phone:	(617) 339-8911

School-business partnerships at Mansfield High School are coordinated through the local Business Education Collaborative. The Collaborative organizes educational field trips and invites guest speakers to the school. In addition the guidance department compiled a directory of community members who are willing to speak with students about their particular career. In-service training for teachers in the school and business setting keep staff informed of school-business partnership opportunities. (See BEC case study).

A. In School Setting

- Guest speakers from the community discuss their career or business with students.

B. In Business Setting

- Teachers attend in-service training programs on computer use at the business site.

C. Resource Sharing

- Several businesses have provided curriculum and other resources to the school.

Examples of Selected Business Partners:

Analog Devices
Route 1
Norwood, MA 02062

Codex Company
100 Hampshire Street
Mansfield, MA 02048

Martha's Vineyard Regional

Box 639, Vineyard Haven, MA 02568

Superintendent:	Peter G. Palches
Phone:	(617) 693-2007
Size of District:	1 High School
Contact:	Gregory T. Scotten, Principal
Phone:	(617) 693-1033

School-business activity at Martha's Vineyard Regional High School is organized around a career center, staffed by guidance counselors and a vocational education pro-

gram overseen by Vocational Coordinator Herbert F. Custer.

A. In School Setting
- A career center filled with resources, including a computer information system, is available to the students.
- A vocational education program within the school allows students to focus on culinary arts, horticulture, auto mechanics and building trades.

B. In Business Setting
- Businesses are included on the vocational advisory committee.

Examples of Selected Business Partners:

Edgartown Texaco
Edgartown, MA 02539

The Grain Store
Vineyard Haven, MA 02568

Spaghetti Pot Restaurant
P.O. Box 1460
Vineyard Haven, MA 02568

Maynard

Town Building, Maynard, MA 01754

Superintendent:	Peter A. Delmonico Jr.
Phone:	(617) 897-8251
Size of District:	2 Elementary; 1 Junior High; 1 High School
Contact:	Kenneth G. Abbott, Principal
Phone:	(617) 897-8891

School-business partnerships are fairly new endeavors for Maynard's Junior and Senior High Schools. To some extent they are coordinated by the guidance department, however it is not uncommon for individual teachers to initiate contact with businesses on their own.

Although the focus at Maynard is primarily on career awareness, they have initiated contact with computer companies to promote computer literacy for teachers and students in the system.

A. In School Setting
- The Career Awareness Program is organized by the guidance department and presented to students during assemblies. Guidance personnel are primarily responsible for all aspects of career education.
- Individual teachers identify special interest areas with students, contact the business, and arrange for field trips.

B. In Business Setting
- On-site shadowing experiences and field trips are arranged for students with various businesses.
- Teachers receive on-site technical training in computer usage and cable TV production.

C. Resource Sharing
- Computer equipment is provided to the school.
- Cable TV equipment is supplied to the school.

Examples of Selected Business Partners:

Adam's Russel Cablevision Middlesex Incorporated
6 South Street
Hudson, MA 01749
— provides cable TV equipment and technical skills training

Boston Edison
800 Boylston
Boston, MA 02146

Digital Equipment Corporation
146 Main Street
Maynard, MA 01754
— provides computers and technical skills training

Emerson Hospital
133 Old Road
Concord, MA 01742

Middleborough

Town Hall, Middleborough, MA 02346

Superintendent:	Lincoln D. Lynch
Phone:	(617) 947-3450
Size of District:	10 Elementary; 1 Junior High; 1 High School; 1 Vocational
Contact:	Martin Hanley, Director, Pupil Personnel
Phone:	(617) 947-4648

Activities promoting career related school-business connections are primarily the result of joint efforts by the Chamber of Commerce and the guidance department. Other school personnel such as those in the distributive education department are also involved. Programs appear to be well-known and supported throughout the school.

A. In School Setting
- Career Day and Job Fair — is organized jointly by the Chamber of Commerce and the guidance department. The program brings together about fifty business representatives for the benefit of the junior and senior high students.
- Work-study — the Chapter 74 program conducted through the distributive education department enables forty-two students to attend school and also gain experience working in the field. In addition to coordinating these work experiences, the distributive education faculty offer career educa-

tion courses in the department.
- Students operate a small store within the school to gain first-hand business experience.

B. Governance
- Business representatives are mandated to be on the school advisory council in connection with the Chapter 74 program.

Examples of Selected Business Partners:

Aetna Life and Casualty Company
45 Court Street
Plymouth, MA 02360

Middleborough Trust Company
10 Center Street
Middleborough, MA 02346

St. Luke's Hospital
52 Oak Street
Middleborough, MA 02346

Nantucket

Atlantic Avenue, Nantucket, MA 02554

Superintendent:	John J. O'Neil
Phone:	(617) 228-0863
Size of District:	1 Elementary; 1 Junior High; 1 High School
Contact:	Robert Frame, Guidance Counselor
Phone:	(617) 228-2115

The career awareness program at Nantucket is the primary vehicle for school business partnerships. The program is organized through the guidance department and coordinated by Guidance Counselor Robert Frame. The monthly career programs are chaired by the faculty on a rotating basis, while Mr. Frame and his office staff serve as a clearinghouse for the implementation of the program.

Although this program began about four years ago, it has not been in operation for the past two years. The superintendent, however, requested its reinstatement this year.

A. In School Setting
- Each month a minimum of three businesses participate in the program. Prior to the event, the library distributes information on the represented career, via books, displays and posters, and the school provides the business person with a list of questions to cover. A round table discussion between the students and the business person is then organized.

B. In Business Setting
- Shadowing — as students indicate an interest, the guidance department arranges for a shadowing experience.
- Work-study Options — seniors are given the opportunity to work for 1-2 periods a day in the community and receive a salary.
- Field Trips — the high school is arranging a tour of colleges for fifteen juniors.

Examples of Selected Business Partners:

Nantucket Seafoods
Straight Wharf
Nantucket, MA 02554

Steamship Authority
Woods Hole, MA 02543

Natick

13 East Central Street, Natick, MA 01760

Superintendent:	Joseph A. Keefe
Phone:	(617) 653-0550
Size of District:	8 Elementary; 2 Junior High; 1 High School; 1 Vocational
Contact:	Joanne Billo
Phone:	(617) 653-0550

Natick is one of nine school districts which participate in REVAP, Regional Expanding Vocational Awareness Project. REVAP is sponsored by the South Middlesex Chamber of Commerce which consists of approximately 650 businesses in a nine-town area. For a more complete description of the school-business partnership activity at Natick, please see the REVAP case study in this publication.

Examples of Selected Business Partners:

Bose Corporation
100 The Mountain Road
Framingham, MA 01701

Natick Hilton
Speen Street
Natick, MA 01760

Zayre Corporation
1 Mercer Road
Natick, MA 01760

New Bedford

455 County Street, New Bedford, MA 02740

Superintendent:	Constantine T. Nanopulous
Phone:	(617) 997-4511
Size of District:	22 Elementary; 1 Junior High; 1 High School; 1 Vocational
Contact:	Clara Crosson, Director of Career and Occupational Education
Phone:	(617) 997-4511, ext. 328

School-business partnerships in New Bedford are the result of system wide efforts. The Chamber of Commerce assists in program planning on the high school level. The occupational education department, guidance department and instructional media department coordinate activities for the junior high while elementary level programs are developed by the Assistant Superintendent for Elementary Education and Director of Occupational and Career Education.

The recent school year (1982-1983) witnessed the inception of a unique partnership sponsored by New Bedford Junior Achievement. Project Business, a national education program, presented selected grade 8 social studies classes with a nine week program designed to make the world of business vital to eighth grade students. The business consultants sponsored by the New Bedford business community collaborated with the teachers in the planning and instructional phases of this program. A program highlight included a field trip to a business in the community.

A. In School Setting
- Community Involvement Program — the Chamber of Commerce helps plan for guest speakers to come into the school and for field trips to various businesses.
- Project BICEP — this staff development program, originated by Pat Duffy, is designed to promote career education infusion into the curriculum.
- Career Days — the Chamber of Commerce and New Bedford High School arrange for business representatives to come to the high school to discuss career information.
- A computerized Career Education Program gives students access to career and college information, translated into both Portuguese and Spanish.

B. In Business Setting
- On-site technical skills training for teachers, particularly in computer technology, is provided.

C. Resource Sharing
- Curriculum materials have been donated to the art and social studies departments.
- Some stores provide space for students to sell their goods.

D. Governance
- Businesses are included on the Parents' Advisory Committee and the Vocational Advisory Committee.

Examples of Selected Business Partners:

Bank of Boston
Pleasant Street
New Bedford, MA 02743

Cameo Curtain — donated fabric to the school
Riverside Avenue
New Bedford, MA 02743

Commonwealth Electric
2421 Cranberry Highway
Wareham, MA 02571

Foxborough Corporation — allowed student visitations during field trips
38 Neponset Avenue
Foxborough, MA 02035

Polaroid Corporation — provided grant assistance for educational programs
New Bedford Industrial Park
New Bedford, MA 02743

Northborough-Southborough

Bartlett Street, Northborough, MA 01532

Superintendent:	Dennis M. DiSalvo
Phone:	(617) 393-2478
Size of District:	4 Elementary; 1 Junior High; 1 Middle School; 1 High School; 1 Vocational
Contact:	above
Phone:	above

Northborough K-8

Joseph Capalbo
Guidance Department
(617) 393-2558

The school-business efforts at Northborough K-8 are the result of contacts made by individual teachers.

A. In School Setting
- Guest Speakers — are invited into the classroom to discuss their careers, such as law enforcement, fire department, dentistry, automotives.
- Community members have come into the school to teach classes on special interest subjects.
- A social studies unit entitled "good government week" teaches students about town government.
- In-service training helps teachers identify work skills for students with special needs and train them for various occupations.

B. In Business Setting
- Digital Equipment Corporation sponsors a summer

computer camp which is attended by some of the eighth graders cost-free.

C. Resource Sharing
- Computers have been donated to the school.

Southborough K-8

Robert M. Rosenblatt
Principal
(617) 485-2400

As in Northborough K-8, the efforts to utilize businesses in Southborough are made by individual teachers. However all schools in the system attempt to establish connections with business.

A. In School Setting
- Every other year the school sponsors a Career Day during which business representatives discuss various career options. This effort is organized by teachers and parents who volunteer.

B. Resource Sharing
- Digital Equipment Corporation has donated computer equipment.

Examples of Selected Business Partners:

Mercedes Travel
Main Street
Southboro, MA 01772

Resnick Chiropractic Offices
1291 Worcester Road
Framingham, MA 01701

Southboro Medical Group
11 Main Street
Southboro, MA 01772

Northborough-Southborough 9-12

Grace Lojko
Business Education Department
Algonquin Regional High School
(617) 393-2476

Northborough-Southborough schools utilize businesses to provide a variety of career related educational experiences. The Career Resource Center has established several connections within the business community as has the business department in the high school.

A. In School Setting
- Guest Speakers — several area businesses sent representatives to participate as guest speakers in the career awareness program sponsored by the Career Resource Center.
- Algonquin Career Fair — business representatives exhibit displays at the fair.
- The business department invites businesses into the classroom to speak about careers, interview techniques, etc. They also maintain a successful placement service for students going to work immediately after high school.

B. In Business Setting
- Businesses provide students with opportunities for on-site visits and shadowing experiences.
- In-service training for teachers in word processing is provided by Digital Equipment Corporation and A.B. Dick.
- Northeastern sponsors a summer workshop in economics for teachers.
- Some part-time work for students is available.

C. Resource Sharing
- Two banks provide curriculum materials for a unit on banking services.
- Digital Equipment Corporation provides manuals for word processing.
- New England Grocers provides materials for business classes such as purchase orders, invoices and applications.

Examples of Selected Business Partners:

Digital Equipment Corporation
Nashua, NH 03063

New England Grocers
Barefoot Road
Northboro, MA 01532

Northboro Savings Bank
Main Street
Northboro, MA 01532

Northampton

212 Main Street, Northampton, MA 01060

Superintendent:	John F. Feeney
Phone:	(413) 586-6970
Size of District:	6 Elementary; 1 Junior High; 1 High School
Contact:	William Herdiech, Work Study Coordinator
Phone:	(413) 586-6970, ext. 352

High School Level

Most school business connections in Northampton are the result of an overall career awareness and exploration program coordinated by the guidance department. In addition, individual teachers initiate their own contacts with businesses, particularly concerning the sharing of resource materials.

A. In School Setting
- Business representatives serve as guest speakers and classroom discussion leaders at all levels.

B. In Business Setting

- Opportunities exist for on-site visits and shadowing by students.
- On-site technical skills training program on computer literacy for teachers accompanies the purchase of computers.

C. Resource Sharing

- Some curriculum and resource materials are provided by businesses to individual teachers upon request.

D. Governance

- Business representatives are included on the school Advisory Council.

Examples of Selected Business Partners:

Army/Navy Recruiting — spoke to math class about the relation of math skills to the technical needs and opportunities in the Army
241 King Street
Northampton, MA 01060

Mayor's Office — provides shadowing experiences for students
210 Main Street
Northampton, MA 01060

Junior High Level

Brian Hafey
Guidance Department
(413) 586-6970, ext. 386

Promoting career education at the junior high level is one of the responsibilities of the guidance staff.

A. In School Setting

- Career Library — includes a career file, videotapes, manuals and reference materials, and group activities on career-aptitude, exploration and preparation.
- Career and Hobby Club — speakers are invited to discuss their career interests.
- Classroom Discussions — science department invited speakers from Massachusetts Electric (a local utility company) to talk to their classes.
- Project Business — although not currently in operation, this program invited a business person to teach a class and then follow up with a field trip to the business.

Oxford

5 Sigourney Street, Oxford, MA 01540

Superintendent:	Francis G. Driscoll
Phone:	(617) 987-0246
Size of District:	3 Elementary; 1 Middle School; 1 High School
Contact:	above
Phone:	above

For the past two years an outstanding school-business partnership has been developed by Oxford Public Schools, the French River Teachers Center and Digital Equipment Corporation. The goal of the Oxford/Digital connection has been the formation of a partnership with mutual benefits for all. This partnership has been negotiated over time by Oxford administrators, the Teachers Center director and managerial personnel at Digital.

One outcome of this alliance is a program in computer technology at Oxford that has received validation by the National Commission for Excellence in Education. In addition, the National Diffusion Network of the U.S. Department of Education has approved Project COFFEE, an alternative learning program at Oxford, as one of four lighthouse national programs in computer technology. These exemplary results testify to the enhanced educational opportunities available to students through schools and businesses working together.

A. In Business Setting

- A Manufacturing Training Specialist at Digital Equipment Corporation facilitated training programs in electronics assembly techniques for Oxford teachers.
- Field trips were arranged for students to observe the world of work.
- D.E.C. has provided extensive staff training for teachers in all aspects of computer literacy.

B. Resource Sharing

- Digital Equipment Corporation provided a grant to Oxford public Schools, the town of Oxford and the French River Teachers Center to purchase one of the largest computer systems in the nation's schools. The system is designed to benefit school systems throughout southern Worcester County. This system will include computer capabilities for the Teachers Center's new computer bus, which will house six computer terminals. The bus will visit twenty-four junior highs for computer workshops. While the computer bus grant from D.E.C. does not include money for maintenance, the Teachers Center is working to set up a maintenance center with Project COFFEE, the Oxford occupationally oriented alternative learning program, thereby providing Project COFFEE students with a marketable skill.

Examples of Selected Business Partners:

Digital Equipment Corporation
Maynard, MA 01754

O Electron
61 Sutton Road
Webster, MA 01570

Palmer

24 Converse Street, Palmer, MA 01069

Superintendent:	William J. Nelligan
Phone:	(413) 283-9813
Size of District:	6 Elementary; 1 High School
Contact:	above
Phone:	above

Career education activities are the focus of Palmer's school-business connections and are organized through the guidance office and the efforts of individual teachers.

A. In School Setting
- Guest Speakers — beginning in fourth grade, speakers are regularly invited to address the students in class about their various jobs/careers. Site visits on field trips often follow these presentations.
- Career education programs are offered by the guidance center.

B. In Business Setting
- On-site visits and field trips are arranged according to student interest.
- Work-study programs are available for high school students.

C. Resource Sharing
- Curriculum material is provided by local banks and the electric company.

D. Governance
- Business representatives are included on the school advisory council.

Examples of Selected Business Partners:

Big Y Supermarket
North Main Street
Palmer, MA 01069

Calypso Travel
Thorndike Street
Palmer, MA 01069

Monson Developmental Center
State Avenue
Palmer, MA 01069

Quaboag Children's Center
60 Central Street
Palmer, MA 01069

Pentucket

Main Street, West Newbury, MA 01985

Superintendent:	Joan D. Stipetic
Phone:	(617) 363-2280
Size of District:	5 Elementary; 1 Junior High; 6 Middle Schools; 1 High School; 1 Vocational
Contact:	Betty Allen, Director of Curriculum
Phone:	(617) 363-5102

The school-business partnership effort at Pentucket focuses on the Career Education Program (K-9) which is coordinated by Betty Allen, Director of Curriculum. This program receives support from the superintendent and principals, and relies on teacher efforts to promote student interest and involvement.

A. In School Setting
- Career Education Program — (K-9) a career resource file (compiled by Ms. Allen) indicates those community members who are interested in sharing their knowledge and time with students through classroom discussion and shadowing experiences at their place of work.
- Work-study — the school recruits various businesses to participate in a work-study program that is available for high school students.
- Project OASIS — utilizing funds provided by Occupational Education, this program trains disabled students in ground maintenance skills which they then utilize in the community.

D. Governance
- Business representatives are included on an advisory council.

Sharon

1 School Street, Sharon, MA 02067

Superintendent:	John F. Maloney
Phone:	(617) 784-5937
Size of District:	3 Elementary; 1 Junior High; 1 High School
Contact:	Irene S. Kaufman, Career Awareness and Placement Coordinator
Phone:	(617) 784-59 1

School-business partnership efforts in Sharon are developed and coordinated by Irene S. Kaufman. The School Volunteer Program enables several members of the business community to volunteer in the schools, while the Career Awareness and Placement Program provides other opportunities for business involvement.

The scope and nature of the school-business activity

in Sharon is communicated to teachers, administration, parents and the community through the annual volunteers booklet, an open house program in June, newspaper advertisement, and an in-school orientation for prospective volunteers, teachers and administrative council members.

A. In School Setting

- Volunteers work with high school students on a regular basis in an enrichment program. In addition, the volunteers perform clerical duties and generally are available to assist the teachers.
- C.A.P. — Career Awareness and Placement — speakers from various career clusters come to the school and speak with the junior class.
- In-service courses on computer literacy and career education are offered to teachers on all levels of the system.

B. In Business Setting

- C.A.P.
  - — Shadowing — once high school students have researched a job or career interest they can shadow an employee of that business for a day. These contacts with business are made via a survey and the newsletter.
  - — Internships — high school students can apprentice for 6-8 weeks in a career/job they are interested in pursuing. They receive no salary for this experience.
  - — A small work-study program is in place.

Examples of Selected Business Partners:

Ellis Nursing Home
Route 1
Norwood, MA 02062

Massachusetts General Hospital — provides an internship site
55 Fruit Street
Boston, MA 02114

Sheraton Industrial Park
Route 95/140
Mansfield, MA 02048

Shrewsbury
100 Maple Avenue, Shrewsbury, MA 01545

Superintendent:	John P. Collins
Phone:	(617) 845-5721
Size of District:	3 Elementary; 1 Middle School; 1 High School
Contact:	above
Phone:	above

Superintendent Collins is providing strong educational leadership in the area of school-business partnerships. He and William Densmore, a retired Norton Company executive and past member of the State Board of Education, have been working with Worcester area superintendents and chief executives of area businesses to establish an alliance between business and education.

These partnership efforts are being structured by the Worcester Chamber of Commerce with Kevin O'Sullivan of the Community Development Division of the Chamber playing a key role. In addition, the Chamber's Private Industry Council facilitates communication for the partnership and will channel any federal money that may become available.

Currently, Shrewsbury is one of fifteen systems involved in a partnership model which matches a business and a school. Together, the school and business leaders decide which of seven suggested goals are appropriate for the system. All of the partnerships are working on strengthening basic skills and in addition, choosing one of the following goals for the partnership focus: critical thinking skills, technological emphasis, computer literacy, career awareness and preparation, and economic education.

Activities planned by the partnership during 1982-1983 are being implemented in September 1983.

A. In School Setting

- The Junior Achievement program operated through the business department in the high school enables students to become involved with a business and learn about its operation.
- Career Center — invites resource persons to come to the high school and help students explore various careers.
- Jobs for Bay State Youth — federal funds support a full time person at the high school who is responsible for helping students develop job seeking skills.

B. In Business Setting

- This summer two English teachers were employed at Digital Equipment Corporation, developing high technology skills and learning about the organization and the career opportunities within it.
- Northeastern University — Paul Tedesco conducts a summer training program for teachers to introduce them to business persons from various sectors. Three Shrewsbury teachers are participating this summer.

Examples of Selected Business Partners:

Digital Equipment Corporation
14 Walkup Drive
Westborough, MA 01581

Somerville
81 Highland Avenue, Somerville, MA 02143

Superintendent:	Robert Watson
Phone:	(617) 666-5700
Size of District:	9 Elementary; 2 Junior High; 1 High School
Contact:	John Joyce
Phone:	(617) 666-5700, ext. 211

Most of the school-business connections in Somerville are organized by the Career/Occupational Education Specialist. The involvement of business in educational efforts extends throughout the system and includes activities that benefit both teachers and students. The Chamber of Commerce assists in providing contacts for guest speakers and shadowing/on-site visitations.

A. In School Setting
- Career Day — this program is organized by the Career Education Specialist for 10-11 graders. Included on the program are college representatives and panels of thirty-five business representatives including high-technology.
- Career Month — every other month the career opportunities related to a particular subject such as the sciences, are explored. Teachers conduct discussions about career possibilities and guest speakers are invited into the classroom.
- Computerized career information is available in the guidance department.
- In-service training on career education is available for faculty.

B. In Business Setting
- Shadowing/on-site visits are arranged to businesses for a day.

C. Resource Sharing
- Student art work is displayed in shop windows of local businesses.
- Curriculum Materials — economic banking materials are donated by Old Colony Bank.

Examples of Selected Business Partners:

Somerville Hospital
230 Highland Avenue
Somerville, MA 02143

Somerville *News*
1150 A. Broadway
Somerville, MA 02143

Somerset
Wood and County Street, Somerset, MA 02726

Superintendent:	Thomas J. Daley
Phone:	(617) 674-3508
Size of District:	5 Elementary; 2 Middle Schools; 1 High School
Contact:	Elizabeth Sousa, Guidance Counselor
Phone:	(617) 674-5757

Elizabeth Sousa coordinates career related school-business partnership efforts at Somerset High School, along with the entire guidance staff and with the cooperation of the teachers. The public relations staff person at the Chamber of Commerce arranges guest speakers for the school.

A. In School Setting
- Ninth graders meet once a week with the guidance staff who conduct exercises on value clarification, self-awareness and career interests.
- Business representatives from the Chamber of Commerce Speakers Bureau serve as guest speakers in the classroom.
- There is a Career Resource Center which houses a computerized career and college information system, as well as other resources containing related information. The VIESA — Vocational Interest Experience and Skill Assessment Test is utilized by students.

B. In Business Setting
- Business representatives are included on a school advisory board.

Examples of Selected Business Partners:

Bank of New England
55 North Main Street
Fall River, MA 02720
— has participated in the guest speakers program

Cheryl Dress Corporation
62 County Street
Fall River, MA 02720
— provided the school with a film on manufacturing

South Berkshire Regional
Box 338, Sheffield, MA 01257

Superintendent:	Thomas A. Consolati
Phone:	(413) 625-2555
Size of District:	5 Elementary; 1 Middle School; 1 High School
Contact:	David Pottle, Director, Occupational Education
Phone:	(413) 229-8734

South Berkshire Regional initiates and organizes its school-business partnerships through a representative committee formed by the school district. The committee helps determine the career education goals for K-12 and organizes workshops and training that helps teachers infuse career education into the curriculum. These activities are approved and supported by the school committee.

A. In School Setting
- Guest speakers are invited into the classroom by individual teachers for career awareness.
- Grades 5-8 are exposed to units on career education developed by the guidance department.

B. In Business Setting
- On-site visits to area businesses are arranged via teacher contacts.

C. Resource Sharing
- Area businesses provide curriculum materials and sponsor sports and cultural events.
- Various local businesses (stores, banks, post office) display student made goods.
- Sheffield Plastics donated computer equipment.

Examples of Selected Business Partners:

Great Barrington Savings Bank
Sheffield Office
Main Street
Sheffield, MA 01257

Krol Jewelers
Mahayly Street
Great Barrington, MA 01230

Sheffield Plastics
Salsbury Road
Sheffield, MA 01257

South Hadley
116 Main Street, South Hadley, MA 01075

Superintendent:	Gerald W. Hoar
Phone:	(413) 534-7333
Size of District:	2 Elementary; 1 Middle School; 1 High School
Contact:	Dan Smith, Project Director, Pre-Vocational Education
Phone:	(413) 533-3943

South Hadley High School has a Special Education-Occupational Experience Program focusing on career awareness. Under the direction of Dan Smith, and department teachers, this program has been in existence 4-5 years and concentrates on developing proper work attitudes and behaviors. In addition, the Work Experience Program, coordinated by a vocational education supervisor, gives students the opportunity to observe or work at a business in the community.

A. In School Setting
- A four-year course called "Pre-Employment" in the Special Education Department rotates students through their choice of five out of a possible fifteen clusters. The individual units include such topics as the application process, interviewing techniques and career options. The program also includes filmstrips, readings and other educational activities.

B. In Business Setting
- The Work Experience Program encourages students to enter a local business for day-long observation, or longer, and also to work there. The vocational supervisor locates willing businesses and arranges the work experience.

Examples of Selected Business Partners:

Hadley Printing
Holyoke, MA 01040

Precise Industries — has allowed student observation
North Ludlow Road
South Hadley, MA 01075

Southwick
63 Feeding Hills Road, Southwick, MA 01077

Superintendent:	Louis S. Josselyn
Phone:	(413) 569-5391
Size of District:	4 Elementary; 1 High School
Contact:	Edward Garvey, Special Needs Teacher
Phone:	(413) 569-5391

The school-business connections at Southwick High School are coordinated by Edward Garvey and are associated with the guidance department. English and history classes are also vehicles for career education. The program is supported by teachers, guidance counselors and administrative staff.

A. In School Setting
- A course in career awareness is taught by the English department.
- Guest speakers from local businesses are invited by the history department to participate as classroom discussion leaders.
- There are pre-vocational and vocational courses offered to students within the school.
- The guidance department computer helps students gain access to career information.

B. In Business Setting

- A work-study program invites students to work half a day at a local business, and attend school the other half.
- Field trips from the school to a business are made frequently to broaden students' career awareness. In addition, upon choosing a career, a student can do an independent study of businesses involved with that career interest, for credit.

Examples of Selected Business Partners:

Jones Market
College Highway
Southwick, MA 01077

Stoughton

232 Pearl Street, Stoughton, MA 02072

Superintendent:	John G. Murray
Phone:	(617) 344-4000
Size of District:	6 Elementary; 1 Junior High; 1 High School; 1 Vocational
Contact:	Stephen Woodruff, Director, Mathematics
Phone:	(617) 344-4000, ext. 214

The school-business partnership in Stoughton features a well established successful collaboration with one company. This three-year-old effort, highly supported throughout the school system, also involves three other towns.

A. In School Setting
- As a direct result of computer programming training for teachers by Raytheon, students are now taught the use of computers.

B. In Business Setting
- On-site computer programming training courses and curriculum suggestions are offered to teachers on a continual basis.

C. Resource Sharing
- Business has contributed computer hardware, software and curriculum materials.

Examples of Selected Business Partners:

Raytheon
430 Boston Post Road
Wayland, MA 01778

— Project ACCESS, the partnership in which the school is involved, offers all of these programs to Stoughton and three other towns. This project has been recognized as one of the best school-business partnerships in the country.

Tantasqua and Union 61

P.O. Box 26, Sturbridge, MA 01566

Superintendent:	Roland W. Wilson
Phone:	(617) 347-9014
Size of District:	5 Elementary; 1 Junior High; 1 High School
Contact:	Bryant Montigny, Work-Study Coordinator
Phone:	(617) 347-3045

All school-business connections are coordinated by the work-study/guidance office. Although these efforts were begun only two years ago they have become fairly well known in the school and receive solid support from the principal, vocational director and guidance director.

A. In School Setting
- Career Awareness Program — is organized on a monthly basis, and consists of forty-five minute classroom discussions with a business representative followed by shadowing on-site for a day.
- Career Nights — are coordinated through the guidance office and the Rotary Club, including computer night, engineering night, health night, etc. These are open to students, teachers and the community.
- A project exists which identifies high school students entering the workforce full-time upon graduation, and provides them with job skills.

B. In Business Setting
- Field trips are organized to various businesses, for example, twenty seven students visited Digital Equipment Corporation.

Examples of Selected Business Partners:

American Optical
Scientific Instrument Division
Charlton Street
Southbridge, MA 01550

Friendly's Ice Cream
Route 20
Sturbridge, MA 01566

New Tech Corporation
Off Podom Pike
Sturbridge, MA 01566

Uxbridge

Capron Street, Uxbridge, MA 01569

Superintendent:	Michael Ronan
Phone:	(617) 278-5442 (-5526)
Size of District:	2 Elementary; 1 Middle School; 1 High School; 1 Vocational
Contact:	above
Phone:	above

The school-business partnership efforts at Uxbridge are initiated and organized by the guidance department and other members of the teaching staff. The primarily career-related activities are made available to the middle and high school students.

A. In School Setting

- Guest speakers — teachers or guidance counselors invite business representatives and community members to speak to their classes at the middle and senior high level. Speakers are frequently from the small businesses around town or the local geographic area.
- Guidance department organizes in-service training for teachers and administrators on planning and implementing effective career education programs.
- Teachers and administrators who were interested were given professional release time to attend the State Department of Education Conference on School-Business Partnerships.
- Career Education Center — located at the high school, this center provides training for students on accessing career information.

B. In Business Setting

- Juniors and seniors can participate in the Co-op Program which combines work and learning.

C. Resource Sharing

- Career education curriculum materials such as films and projectors are donated by local businesses.
- Computer equipment was donated by Data General.

Examples of Selected Business Partners:

Data General Corporation
4400 Computer Drive
Westborough, MA 01581

Local Insurance Companies
and Retail Outlets

Waltham

488 Main Street, Waltham, MA 02254

Superintendent:	John J. Daddona
Phone:	(617) 893-8050
Size of District:	9 Elementary; 3 Junior High; 1 High School; 1 Vocational
Contact:	Francis Curran, Director, Pupil Personnel
Phone:	(617) 893-8050, ext. 251

School-business partnership activities are coordinated by several individuals in the school system. Ernest Viscarello, Director of Occupational Education, is responsible for the vocational education programs. Francis Curran, Director of Pupil Personnel Services, coordinates the career-education activities which involve the business community. In addition, department heads in English, science and math have utilized businesses for experiential learning opportunities. More recently, educational leaders from the Waltham schools have joined with industry, private training agencies, and representatives from higher education to form the Waltham Employment and Training Partnership. This collaborative group, organized through the Chamber of Commerce and the Center for Public Service at Brandeis, is at the program development stage.

A. In School Setting

- A Career Day was organized for grades 7-12. Representatives from various career clusters were invited to make presentations throughout the day. Immediately following the talk, interested students had the opportunity to discuss the career in more detail with the presenter in a small group session.
- Career Occupation and Orientation — programs are being developed for the middle school which involve field trips and other career related activities.
- Personnel Placement Officer — is available in the high school to help students secure part-time and post-secondary full time employment.

B. In Business Setting

- Students can participate in an internship program which trains them in various fields such as chemistry, journalism, and computer technology. They can participate full time for half or quarter of the year and receive academic credit for the experience.

C. Resource Sharing

- Businesses have donated equipment including computers.

D. Governance

- Businesses are represented on the Waltham Employment and Training Partnership.

Examples of Selected Business Partners:

Helix Technology Corporation
266 Second Avenue
Waltham, MA 02154

Reservoir Nursing Home
1841 Trapelo Road
Waltham, MA 02154

Newlyweds Foods
80 Grove Street
Watertown, MA 02172

Sons of Italy
520 Pleasant Street
Watertown, MA 02172

Watertown

30 Common Street, Watertown, MA 02172

Superintendent:	Daniel G. O'Connor
Phone:	(617) 926-7700
Size of District:	5 (K-6) Elementary; 2 (K-8) Elementary; 1 High School
Contact:	David Campbell, Work Study Coordinator
Phone:	(617) 926-7737

In Watertown, activities involving businesses in promoting educational excellence are on the rise. The career education opportunities currently in place are coordinated by David Campbell through the work-study program. Future school-business partnerships, moreover, are likely to result from a joint committee representing the Watertown Chamber of Commerce and the Watertown School Department, which is currently exploring the role of business and industry in public school education.

A. In School Setting
- Career Day — representatives from various specialized schools are brought together to discuss their programs with students who are not planning to attend college (for example, a hairdressing school).
- College Night — college-bound students meet with representatives from various colleges.
- Boy Scouts of America Explorer's Program — this organization sponsors an In-School Career Seminar Exploring Program, consisting of classroom career development experiences and selected guest speakers.

B. In Business Setting
- World of Work Program — sixty positions are available for students and teachers to participate in an after-school workshop and tour a business which represents one of fourteen career clusters.

C. Resource Sharing
- Student art work is displayed at the Watertown Mall.

Examples of Selected Business Partners:

General Scanning Incorporated
500 Arsenal Street
Watertown, MA 02172

Wayland

41 Cochituate Road, Wayland, MA 01778

Superintendent:	William G. Zimmerman
Phone:	(617) 358-7728
Size of District:	2 Elementary; 1 Middle School; 1 High School
Contact:	Charles Goff, Principal
Phone:	(617) 358-7746

School-business partnerships at Wayland High School were initiated by Principal Goff. These connections consist of extensive cooperation with Raytheon and a separate work-study program with its own coordinator.

A. In School Setting
- Raytheon provides guest speakers for classroom discussion.

B. In Business Setting
- Students in the business department go to the Raytheon plant to shadow employees for part of a day.
- Raytheon trains students and staff on the use of their computer.
- Wayland has a work-study program. Students work part of the week at a business in which they have a career interest. Employer, student and school personnel meet to discuss the student's progress and interests at an informal breakfast gathering.

C. Resource Sharing
- Students from the science department use the electron microscope and laboratory facilities at Raytheon.
- Raytheon has donated computer hardware and software to the school system.
- Raytheon's audio-visual department has worked closely with the school audio-visual department.

Examples of Selected Business Partners:

Raytheon
430 Boston Post Road
Wayland, MA 01778

Whitman

Whitman Avenue, Whitman, MA 02382

Superintendent:	John F. DeCosta
Phone:	(617) 447-6997
Size of District:	4 Elementary; 1 Middle School
Contact:	Ralph Morganelli, Industrial Arts
Phone:	(617) 447-0193

The school-business partnerships in Whitman schools are geared toward the K-8 student and are coordinated by the Industrial Arts Program.

A. In School Setting
- Guest Speakers — parents in the community discuss their various work roles/jobs/careers with students.

B. In Business Setting
- Field Trips — about twenty area businesses participate in a field trip program. Each business presents the student visitor with an opportunity to learn about several careers. For example, a trip to Whitman Savings Bank exposes students to careers as tellers, bookkeepers, secretaries, and customer service representatives.

C. Governance
- Business representatives are included on the advisory council.

Examples of Selected Business Partners:

Harry B. Harding and Son
Printers
7 Marble Street
Whitman, MA 02382

Whitman Animal Hospital
795 Bedford Street
Whitman, MA 02382

Whitman Savings Bank
584 Washington Street
Whitman, MA 02382

Whitman-Hanson Regional

Franklin Street, Whitman, MA 02382

Superintendent:	Lewis P. Perullo
Phone:	(617) 447-0471
Size of District:	1 High School
Contact:	Janet Watson, Coordinator, Occupational Education
Phone:	(617) 447-0471

Janet Watson is coordinator of three out of the four career education programs at the high school. Programs are Health Career Awareness, a distributive education program, and a plant and building maintenance program for handicapped students. There is also a work-study program.

A. In School Setting
- Students study health careers in their classroom.
- Under the distributive education program, guest speakers are invited to talk about their careers.
- Also under the distributive education program, a student-run store was established within the school, allowing students to take part in a small business.

B. In Business Setting
- Students studying health careers in class can spend one semester working in a health care facility to gain further experience.
- Special needs students interested in plant and building maintenance, can learn how to maintain an institution by spending time working at a local hospital or other business facility.
- A work-study program enables students to spend school time working in a local business to learn more about a career interest.

C. Resource Sharing
- Student-made goods are displayed in local businesses.

D. Governance
- Business representatives are included on the School Advisory Committee.

Examples of Selected Business Partners:

Carey's GMC
Temple Street
Whitman, MA 02382
— allowed students to shadow employees during business hours

Del Manor Nursing Home
Webster Street
Rockland, MA 02370
— allowed on-site visits by students interested in health careers

Sears Roebuck
Belmont Street
Brockton, MA 02403
— provided guest speakers for the distributive education program

Wilmington

159 Church Street, Wilmington, MA 01887

Superintendent:	Carol Sager
Phone:	(617) 658-2052
Size of District:	4 Elementary; 2 Junior High; 1 High School; 1 Vocational
Contact:	Sandra Roberts, Career Developer
Phone:	(617) 658-4581

The school-business partnerships at Wilmington are fairly new and under the direction of Sandra Roberts who is presently organizing a shadowing program for students. A Business/Education Council consisting of ten companies, the superintendent and Sandra Roberts was formed recently. The council is in its early stages of development but hopes to implement activities in the future.

A. In School Setting
- Business managers come to the classroom to conduct mock interviews with students.
- Business representatives have guest-taught in the science classes.

B. In Business Setting
- Students have had the opportunity to tour a company.

C. Governance
- A Business/Education Council was formed.

Examples of Selected Business Partners:

Dynamics Research Corporation
60 Concord Road
Wilmington, MA 01887
— has sent secretaries to the high school to speak to the business classes

Olin
51 Eames Street
Wilmington, MA 01887
— the plant manager has taught a few chemistry classes and served as a guest speaker. The manager has also conducted tours of the Olin plant.

Woburn

999 Main Street, Woburn, MA 01801

Superintendent:	Paul J. Andrews
Phone:	(617) 935-6609
Size of District:	9 Elementary; 2 Junior Highs; 1 High School; 1 Vocational
Contact:	above
Phone:	above

The School Committee of Woburn recently authorized the formation of the Woburn Business-Industry Educational Advisory Council. The council has yet to develop policies or programs. The formation of a collaborative, representative group to explore possible school-business partnerships is the first step.

Examples of Selected Business Partners:

Boyd Corporation
112 Commerce Way
Woburn, MA 01801

Daily Times and Chronicle
25 Montvale Avenue
Woburn, MA 01801

Woburn Five Cents Savings Bank
19 Pleasant Street
Woburn, MA 01801

Worcester

20 Irving Street, Worcester, MA 01609

Superintendent:	John E. Durkin
Phone:	(617) 799-3116
Size of District:	40 Elementary; 2 Middle Schools; 3 Junior High; 4 High Schools; 2 Vocational; 1 Community
Contact:	Ann Quinn, Coordinator of Occupational Education
Phone:	(617) 799-3620

Worcester schools focus their school-business partnership activity on Project HOST, a collaborative educational effort with the business community of Worcester. A company is assigned to an eighth grade class and remains in contact with that class until they have completed grade 12. Their involvement in school programs varies from year to year as they help teachers provide age-appropriate career related activities for the student.

A. In School Setting
- Project HOST — is an extensive career education program which establishes a business partner for an eighth grade class. Grade 8 — business representatives help teachers plan a curriculum. Grade 9 — emphasis is on awareness of businesses. Grade 10 — students focus on career awareness and exploration. Ten career clusters are available for exploration and students have an opportunity to meet one-to-one with business representatives. Grades 11, 12 — career orientation and preparation — company representatives offer training workshops such as resume writing, job seeking skills, employability seminars.

B. In Business Setting
- On-site technical skill training is available for teachers in computer technology.

C. Resource Sharing
- Businesses provide curriculum materials to schools.

D. Governance
- Bank and other business representatives are on the Advisory Board and are continually helping to design and evaluate equipment.

Examples of Selected Business Partners:

Heald Machine Company
Cincinnati Milacron
10 New Bond Street
Worcester, MA 01606

Morgan Construction
Company
15 Belmont Street
Worcester, MA 01605

Norton Company
1 New Bond Street
Worcester, MA 01606

B: School Systems with Business Contacts

School systems included in this section use business and industry contacts as an educational resource but have not yet formalized or coordinated these activities within the system. The designated contact person is included and can provide further information about current activities.

School Systems with Business Contacts

School District	*Superintendent*	*Address*	*Contact Person*	*Phone*
Abington	Chester J. Millett	1071 Washington Street Abington, MA 02351	James McGrath Access Office Abington High School	(617)871-0340
Amesbury	Terence M. Crowley	School Street Amesbury, MA 01913	Donald E. Lawliss Principal Amesbury High School	(617)388-0510
Amherst-Pelham Regional	Donald B. Frizzle	Chestnut Street Amherst, MA 01002	John H. Heffley Director of Secondary Education Amherst Regional High School	(413)549-3710
Auburn	John A. Watters	5 West Street Auburn, MA 01501	Donald Thunberg Supervisor of Occupational Education	(617)832-2319
Ayer	R. Neville Markham	Main Street Ayer, MA 01432	Don Deamer Guidance Counselor	(617)772-3357
Berlin-Boylston Regional	Edgar G. Craver	Main Street Route 70 Boyleston, MA 01505	Constantine L. Mourginis, Counselor Guidance Department Tahanto Regional High School	(617)869-2334
Belchertown	Robert Byard	16 S. Main Street Belchertown, MA 01007	James Rokas Principal Belchertown Junior-Senior High School	(413)323-6941
Bridgewater	Stephen J. Childs	35 South Street Bridgewater, MA 02324	Stephen J. Childs	(617)697-6914
Brockton	Thomas J. Whalen	43 Crescent Street Brockton, MA 02401	Joseph A. Prioli Director of Occupational Education Brockton High School	(617)580-7633
Burlington	Thomas Michael	Center Street Burlington, MA 01803	Michael Malinowski Assistant Superintendent	(617)273-1870
Canton	Peter Capernaros	960 Washington St. Canton, MA 02021	Peter Capernaros	(617)828-8700
Chelmsford	Alan Bradshaw	31 Princeton Chelmsford, MA 01863	Roger Q. Smyth Assistant Superintendent	(617)251-4961
Chicopee	William Coscore	180 Broadway Chicopee Falls, MA 01020	Lance Walsh Comprehensive High School Richard Beaudry Chicopee High School Clyde McClelland Vocational Division	(413)592-6111

School District	Superintendent	Address	Contact Person	Phone
Danvers	Audrey B. Norris	76 Pickering Danvers, MA 01923	Warren Merriam Director of Occupational Education	(617)774-7130
Dennis-Yarmouth Regional	Joseph Killoy	296 Station Avenue S. Yarmouth, MA 02664	K.E. Culley Director of Instruction	(617)394-0933
Dighton-Rehoboth	Joseph C. Harrington	155R New Street Rehoboth, MA 02769	Francis Marcille Director of Occupa- tional Education	(617)252-3307
Dover-Sherborn	John F. Usher	137 Farm Street Dover, MA 02030	Frank McGeough Work Study Director	(617)785-0624
			Walter Crepeau Guidance Counselor	(617)785-1730
Erving School Union #28	Leonard Lubinsky	Pleasant Street Millers Falls, MA 01349	Leonard Lubinsky	(413)659-3337
Fairhaven	Lynwood P. Harriman	128 Washington Street Fairhaven, MA 02719	George Evans Fairhaven High School	(617)997-2971, ext. 115
Frontier Regional	Alfred S. Laude	311 N. Main Street South Deerfield, MA 01373	W.K. Decker Principal	(413)665-2118
Greenfield	William R. Wright	64 North Street Greenfield, MA 01301	William R. Wright	(413)774-2362
Hamilton-Wenham Regional	Patricia Alger	775 Bay Road South Hamilton, MA 01982	Patricia Alger	(617)468-4464
Haverhill	W.E. Thuotte	4 Summer Street Haverhill, MA 01830	Edward Flanagan Assistant Principal	(617)372-7747
			Julia Faulkner Chair, Business Department	
Hopedale	Donald A. Hayes	25 Adin Street Hopedale, MA 01747	Donald A. Hayes	(617)473-3080
Hull	Richard Charlton	81 Central Avenue Hull, MA 02045	George Berg Hull High School	(617)925-3000
Lancaster	Frank H. Mitchell	39 Harvard Road Lancaster, MA 01523	Frank Mitchell	(617)365-6854
Lincoln-Sudbury	Bradford Sargent	390 Lincoln Road Sudbury, MA 01776	Martha R. Pappas	(617)443-9961
Lunenburg	W.C. Allard	1033 Massachusetts Avenue Lunenburg, MA 01462	Jean E. Killeen Administrative Coordinator	(617)582-9941
Medway	John Gawrys	45 Holliston Medway, MA 02053	John Gawrys	(617)533-8151
Millis	William Vellante	Plain Street Millis, MA 02054	Alice O'Regan Guidance Department	(617)376-8188
			Norman Valois Work Study Coordinator	(617)376-2912
Milton	Frank J. Guiliano	381 Center Street Milton, MA 02187	Carol Crowley	(617)696-7220
Monson	V. Vincent Carbone	State Street Monson, MA 01057	Michael Kane Principal	(413)267-4841
			Dorothy Whitaker Administrative Supervisor	(413)-267-4841
Mount Greylock Regional	Winthrop S. Alden	Cold Spring Road Williamstown, MA 01267	James Zaniga Counselor	(413)458-8164

School District	Superintendent	Address	Contact Person	Phone
Naragansett	William J. Chiaisson	Main Street Otter River, MA 01436	Kenneth Bockiis Principal	(617)939-5388
Nashoba Regional	Samuel Pawlak	Green Road Bolton, MA 01740	Samuel Pawlak	(617)779-2257
Needham	Alan E. Schaefer	1330 Highland Avenue Needham, MA 02192	George Skinner Principal	(617)444-4100 ext. 110
North Berkshire School Union	Joseph J. Joseph	River Road Clarksburg, MA 01247	Joseph J. Joseph	(413)664-9292
Norton	Maurice J. Splaine	64 West Main Norton, MA 02766	John Atwood Director of Guidance	(617)285-9811
			Evelyn Rapoza Chair, Business Department	(617)285-9811 ext. 508
Peabody	R.S. Ireland	3 King Street Extension Peabody, MA 01960	Kayellen D'Amour Business Area	(617)531-1600 ext. 150
			Billy Weller, Special Education Work Programs	(617)531-1600 ext. 125
Pioneer Valley Regional	E.F. Harrington	Route 10 Northfield, MA 01360	Evrett Masters Principal Pioneer Valley Regional School	(413)498-2931
Quaboag Regional	William J. Haggerty	River Street Warren, MA 01083	Gerard Boucher Business Manager	(413)436-5991
Reading	Robert S. Wells	34 Gould Street Reading, MA 01867	Richard Gillis	(617)944-8200
Revere	William Hill	10 Pleasant Street Revere, MA 02151	Francis Gallagher	(617)289-9200
Sandwich	Joseph Nicholson	Quaker Meeting House Road East Sandwich, MA 02537	Robert Hannon Work Study Coordinator	(617)888-4900
Silver Lake Regional	Paul A. Squarcia	Administration Building 130 Pembroke Street Kingston, MA 02364	Norman Long Vocational Director	(617)585-3844
			Robert Cuniff Director of Secondary Education	(617)585-4313
Southbridge	Kenneth L. Johnson	Town Hall Box 665 Southbridge, MA 01550	Geraldine Morrill	(617)764-2364
Spencer	Philip F. Devaux	302 Main Street Spencer, MA 01562	Ellen Smith Barbara Holbrook John Begley, Principal David Prouty Jr. High School	(617)885-4842
Swampscott	Chris G. Patrinos	24 Redington Street Swampscott, MA 01907	Allen J. Shapiro	(617)592-2011
Tyngsboro	Benjamin Belonga	250 Middlesex Road Tyngsboro, MA 01879	Jeanne Trearchis	(617)649-9554
Walpole	Donald Burgess	School Street Walpole, MA 02081	Harry Graff Vice Principal	(617)668-5400
Ware	A.J. Pesce	Gould Road Ware, MA 01082	Peter Thamel	(413)967-6234
Wareham	Daniel E. Hughes	54 Marion Road Wareham, MA 02571	Clifford Sylvia Department Head, Business & Distributive Education	(617)295-8667

School District	*Superintendent*	*Address*	*Contact Person*	*Phone*
Westborough	Edward E. Kelleher	Phillips Street Westborough, MA 01581	R.T. Thurston Assistant Superintendent	(617)366-8552
Westwood	John F. Tobin	660 High Street Westwood, MA 02090	C. Louis Cedrone Assistant Superintendent	(617)326-7500, ext. 49
Winchester	William McDonald	15 High Street Winchester, MA 01890	Anthony DeBiase Guidance Department Head David Miller, Work Study Teacher	(617)729-9303

C: Vocational Schools

Although non-vocational K-12 school systems are the focus of this publication, some vocational schools did respond to the survey indicating that they were involved in partnership activities. Those schools are listed here along with a contact person who can provide information about partnership activities in the vocational setting.

Vocational Schools

School District	*Superintendent*	*Address*	*Contact Person*	*Phone*
Blackstone Valley Regional	Eugene D. Picard	Pleasant Street Upton, MA 01568	Charles Peckham Area Coordinator	(617)529-7758
Blue Hills Vocational	Charles A. Brennan	100 Randolph Street Canton, MA 02021	Charles Brennan	(617)828-5800
Bristol-Plymouth Vocational-Technical	Daniel J. Saunders	940 County Street Taunton, MA 02780	Ralph E. Sprague Coordinator of Cooperative Extension	(617)823-5151 ext. 42
Franklin County Technical	James J. O'Neil	Industrial Boulevard Turners Fall, MA 01376	James J. O'Neil	(413)774-2066
Greater Lawrence	Louis E. Gleason	57 River Road Andover, MA 01810	Albert DeShefano Cooperative Coordinator	(617)686-0194
Masconomet	Joseph M. Carroll	RFD Topsfield, MA 01983	Stephen Smith	(617)887-2323
Montachusett Vocational Technical	Charlotte Scott	1050 Westminster Fitchburg, MA 01420	Don O. Smith Vocational Counselor	(617)345-7791
Northern Berkshire Vocational	Howard E. Brookner	Hodges Cross Road N. Adams, MA 01247	Peter Cardillo Principal	(413)663-5383
Old Colony Vocational Technical	John T. Oliveira	476 North Avenue Rochester, MA 02770	Jerome F. Burke Director, Pupil/ Personnel Services	(617)763-8011
Quinobin Regional Vocational Technical	Albert G. Chouinard	900 Washington Wellesley, MA 02181	A.G. Chouinard Director	(617)235-7408
Shawsheen Valley	Benjamin Wolk	100 Cook Street Billerica, MA 01866	John McDermott Area Coordinator	(617)667-2111, ext. 103
Southeastern Regional	Donald E. Graves	250 Foundry Street Route 106 South Easton, MA 02375	Leo Millea Assistant Director	(617)238-4371
Worcester County Vocational	George Fowler	RR #1, Box 227 Charlton, MA 01507	Steven E. Mondor Assistant Superintendent	(617)248-5971 (617)987-0326

CHAPTER V

COMMUNITY-BUSINESS EDUCATIONAL PARTNERSHIP

The following case study of Gloucester, Massachusetts, illustrates a model for community-business partnership that provides educational services to youth. Because of its success, this model has been replicated and adapted nationally.

A: The Channel One Project

Description of the Area

Gloucester is a North Shore seacoast town with a rich history and tradition as a fishing and shipbuilding center. Gloucester's business community now includes manufacturing and a bustling tourist industry.

Program Focus

Channel One organizes community resources to create a project for young people. Projects selected for Channel One require marshalling the energies and talents of the total community and include career and learning opportunities for the young people. Projects chosen in Channel One programs have ranged from building bus shelters to producing local cable TV programs to restoring historic burial grounds.

Background

The Channel One Project is a derivative of the "Gloucester Experiment", a local community partnership effort which began in 1970. The Gloucester Experiment was so successful there was national interest in replicating the project in other sites. Prudential Insurance Company of America became a major catalyst in replication efforts. The Gloucester Experiment was then renamed "Channel One" to give the project more universal appeal and applicability. Channel One represented the process for organizing community resources to create a project for youth. The energies and talents of the entire community are then channeled into this one positive program.

Origin of the Partnership

The community partnership in Gloucester was initiated by Alfred Duca, a local sculptor. Working with a small group of young people in his studio, he had come to believe that providing youth with an opportunity to be actively involved in creative projects was an important educational experience. He appealed to key community leaders to obtain support for expanding his idea of involving youth in projects that benefitted both themselves and the community. Many community leaders responded positively because they recognized the opportunity to combat substance abuse and delinquency by providing youth with meaningful options. This team of community leaders and young people looked for a potential project.

Restoring an historic burial ground on one of the main thoroughfares was the first Gloucester Experiment. The group succeeded in obtaining permission and support from town officials. Schools recruited students for the project, allowed them to use work experience release time to participate, and granted them academic credit for their work. Business and community leaders provided volunteer instruction and helped secure further funding sources.

One of the triumphs of this community project was that it was not treated as merely an exercise in leaf-raking and brush removal. The project was a significant educational experience for its youth and for the betterment of the community. To make the project significant, all the inherent learning aspects were explored and the community arranged the educational resources needed. Most of the time, community people were the educational resources.

Young people, in turn, did all the work in the project and they became excited in the process. The youth learned:

- surveying, both for mapping and anthropological research purposes
- genealogical research and historical documentation techniques
- stone masonry; construction skills
- wrought iron work and blacksmithing
- landscape architecture
- how to petition the state legislature for changes in the law necessary to permit rehabilitation of burial grounds (they secured passage of an amendment to state law)
- how to organize themselves to work and set and enforce standards and quality of work.

The project was so successful that the community selected a new project, and began again. This project was the design and construction of an educational resource center. Young people did everything from securing the land to construction to electrical wiring and plumbing. Again, business and community people volunteered the instruction necessary to help young people learn these skills. The Educational Resource Center was built from foundation to finish by youth and was a resource for the total community.

The people involved in the Gloucester Experiment felt that much of their success was due to the process they followed. Several factors emerged as important:

- the process of methodically enlisting wide community, school and business support
- the active involvement of community people as resource people
- the fact that young people had been involved in the planning process from the beginning as equal partners with adults
- the fact that a community sanctioned work/edu-

cation project was created where youth could experience themselves as the "change agents" in the community.

There is no doubt, however, that the energy, vision and charismatic personality of the initiator, Alfred Duca, was also an important element. Soon, the people involved in the Gloucester Experiment began to discuss and disseminate information about their experiences in slide shows and workshops. There was now widespread interest in replicating the project.

Prudential Insurance Company of America had heard about the Gloucester Experiment through one of its regional representatives who knew Alfred Duca. Prudential was intrigued by the idea because it had long required that its managerial people be involved in the community, yet there were few reasonable vehicles for their involvement. Rather, managers often depended on established methods of community involvement that were sometimes less than satisfying. A Gloucester-type project involved extensive outreach, administrative skills and a concern for youth and community, and seemed a potentially exciting vehicle for Prudential to explore with its managers.

Prudential urged the Gloucester group to refine and document the community partnership process. A step-by-step "how to" manual of the process, the *Facilitator's Guide to Channel One Programming*, was developed and published. Prudential created videotapes and presented the material to their regional representatives, envisioning that these managers might play the initial coordinating role in the community.

The "community resources coordinator" role required extensive administrative skills and local contacts. Managers were recruited on a voluntary basis. Ten sites in New England were chosen as pilot projects. Prudential decided to forego company publicity to avoid misunderstanding of their motives. Managers were careful to present Channel One as a community program rather than a Prudential program. Moreover, managers acted as individual business leaders in the community so that ownership in each project could be shared with other business leaders and community people.

The ten programs achieved varying levels of success. In all ten communities initial goals were accomplished and a few surpassed the original Gloucester project. Many things were learned along the way that predicted the success of the projects. Most importantly, the replicability of the community-business educational partnership was unequivocably proven. Prudential expanded Channel One into a national effort.

Structure/Management and Coordination of the Partnership

The *Facilitator's Guide to Channel One Programming* clearly spells out the process and ingredients needed to develop a community partnership. A facilitator with basic managerial experience and community visibility is needed to start a project. Channel One is then a step-by-step process of enlisting representative circles of community advocacy and participation. An inventory of the community and its needs is a critical element as are the young people of the community who must be an integral part of the planning process. The evolution of a working task force which represents the community and takes into account its needs is another key element. The Channel One guide suggests that almost any community project will work provided that a careful process is used in selecting the project.

The repetition of the Channel One process represents the continuation of the partnership. New people may be recruited on the task force, new youth involved, and a new community project selected based on youth choices and balanced by community needs.

Specific Projects

In Gloucester, an historical burial ground was completely restored and a Community Educational Resource Center was built. People involved in the Gloucester effort then turned much of their attention to assisting in national replication efforts.

Channel One projects in other areas have included:

- construction of bus shelters
- creation and co-management of a food co-op for needy senior citizens
- publication of a community newsletter on educational and environmental issues
- preparation of a fitness and jogging track
- production of local cable TV programs
- renovation of a children's home
- provision of ongoing assistance to senior citizens including snow removal, shopping and winterizing.

The significance of the Channel One idea is reflected in the richness and diversity of projects and by its geographical reach to communities in Canada, Puerto Rico, Hawaii and other states.

Conclusions and Implications

Successful community-business educational partnerships patterned after the Channel One model suggest several elements that can predict success:

- The community people involved must respect young people and involve them in the planning process. A project that is imposed on youth will not work; it must have relevance to them. Allowing young people to be community "change agents" is critical
- Steps in the process cannot be skipped or hurried. If a project is chosen too quickly it will not be sustained.
- Support is needed from all sectors—local government, the schools, business, the media, etc.
- The projects chosen should have career and long-range potential for youth and represent a perceived community need.

People who have undertaken Channel One type projects feel success is possible if a community is faithful to the partnership process outlined in the guide. Although the process is modified to fit the community, it serves as

an organizing tool, a long-range planning tool and a restraining tool that facilitates lasting community involvement and a significant educational experience for all involved.

For more information about community-business educational partnerships based on this model, write:

The Channel One Clearinghouse Corporation
Box 8, Lanesville Station
Gloucester, MA 01930

B: Business Involvement in Community Educational Activities

Several businesses in the state responded to a survey asking about business involvement in educational activities in the community. The following is a list of those businesses responding which indicated such activity. Some of the businesses listed participate in the school-business activities documented in this publication and others focus their efforts on other aspects of community education.

Businesses Involved in Community Educational Activities

Business	*Address*	*Contact Person*	*Phone*
Berkshire Cable Television	Silver Street Lee, MA 01238	Mr. Diagle Manager	(413)243-0676
Blue Cross/Blue Shield of Massachusetts, Incorporated	100 Summer Street Boston, MA 02174	Allison Sloan Lynne Rosenwald Health Care Planning, Information and Development	(617)956-3430
Bolt Beranek & Newman, Incorporated	10 Moulton Street Cambridge, MA 02238	Paul Horwitz Department 40	(617)491-1850
Boston Edison Company	800 Boylston Street Boston, MA 02199	Alan Davis Director, Government Affairs	(617)424-2272
Boston Gas Company	One Beacon Street Boston, MA 02108	Carolyn E. Boviard Public Relations/ Community Affairs	(617)742-8400, ext. 230
Cambridgeport Savings Bank	689 Massachusetts Avenue Cambridge, MA 02238	George E. Wilson Vice President and Treasurer	(617)661-4900
Codex Corporation	20 Cabot Boulevard Mansfield, MA 02035	Employee Relations	(617)364-2000
Digital Equipment Corporation	1 Federal Square Springfield, MA 01105	Carlton Edmons	(413)788-2111
First National Bank of Boston	100 Federal Street Boston, MA 02110	Anne Tobey Community Investment	(617)434-2171
Garrick Lochhead, Incorporated	101 S. Main Street S. Deerfield, MA 01373	Danielle Lochhead President	(413)665-7034
Gormac, Incorporated	109 Stockbridge Road Great Barrington, MA 01230	Gordon E. McIntyre President	(413)528-1220
John Hancock Mutual Life Insurance Company	John Hancock Place P.O. Box 111 Boston, MA 02117	Mary Ann Franke Corporate Personnel	(617)421-4150
Massachusetts Mutual Life Insurance Company	1295 State Street Springfield, MA 01111	Thomas J. Shea Human Resources Development and Training	(413)788-8411, ext. 2101
Multibank Financial Corporation	1400 Hancock Street Quincy, MA 02169	O. Frank Belanger Personnel	(617)471-3800
North Easton Savings Bank	295 Main Street P.O. Box 299 North Easton, MA 02356	John W. Hayes III	(617)238-2007
Orlon Research Incorporated	840 Memorial Drive Cambridge, MA 02139	James Boone Personnel	(617)864-5400

Business	*Address*	*Contact Person*	*Phone*
Paul Revere Insurance	18 Chestnut Street Worcester, MA 01608	Marilyn Plue Christine Rice Human Resources	(617)799-4441
Peoples Savings Bank	120 Front Street Worcester, MA 01608	Joyce M. Danielson Personnel Department	(617)791-3861
Plymouth Savings Bank	226 Main Street Wareham, MA 02571	Richard Carroll Vice President	(617)295-3800
Quincy Savings Bank	1200 Hancock Street Quincy, MA 02169	Lillian Neville Manager, Sales Department	(617)471-3500
Raytheon Company	141 Spring Street Lexington, MA 02173	Susan France Public Affairs/ Community Relations	(617)862-6600
Salem Five Cents Savings Bank	210 Essex Street Salem, MA 01970	Jay Ann Lavoie Retail Sales Department	(617)745-5555
State Street Bank and Trust Company	225 Franklin Street Boston, MA 02110	Stephen C. Farrell Public Affairs Division	(617)486-3156
Wyman-Gordon Company	105 Madison Street Worcester, MA 01608	Jane D. Gallagher Industrial Relations	(617)756-5111

CHAPTER VI

SUMMARY: KEYS TO SUCCESSFUL PARTNERSHIPS

Interviews, discussions and workshops with school and business people involved in partnerships highlighted several factors linked to successful partnership efforts. These factors fall into three stages of partnership development:

A. Preparing first steps
B. Getting organized
C. Maintaining continuity

A. Preparing First Steps

1. Exploring and Understanding Self-Interest

Exploring and understanding the mutual self-interests of all parties involved is a key element in the formation of a successful school-business partnership. Exploring and understanding self-interest means taking the time to discuss and clearly understand the benefits to all involved. Self-interest is not the only motivating factor for the formation of partnerships; however, a clear understanding of each party's interests is crucial.

Experience has shown that business interests often center around more cost effective ways to educate and train future workers in basic skills, technical skills, critical thinking skills, career education and experiential education opportunities related to the world of work. Many business people realize that collaborating with the schools in providing these educational services will eliminate the need for employers to provide this training. Business people have a keen understanding of the changes which are now transforming the world of work. They are truly interested in helping schools adequately prepare young people for new and/or changing jobs brought about by the high-tech industries and the "Information Age."

Generally, the school's interests revolve around making education more relevant to the world of work and to the student's future. Working together with business, schools can provide students with an opportunity to explore career options, understand the expectations and responsibilities of employment and obtain the necessary job seeking skills.

More and more schools are faced with problems such as reduced funding due to taxpayer revolts, national public outcry at the quality of education, and declining performance and enrollment. Business involvement can help provide the moral, political and financial support schools need and be a source for creative problem solving to meet present day educational challenges.

In this early stage of partnership development, school and business people can easily generate lists of each other's interests. From these lists an understanding of the mutual benefits that a partnership can offer develops. Both sectors realize that their needs can be met by working together.

Those interests that raise questions or concerns can and do become the basis for continued discussions. Often this experience of examining interests proves to be an important first step in stimulating discussions and establishing trust.

2. Establishing Direction for the Partnership

Early discussions help a group chart its future direction and help members to agree on the partnership's initial direction and focus. For example, the Tri-Lateral Council in Boston focused their initial partnership on one-to-one pairings between Boston secondary schools and Boston businesses. The initial direction of the Springfield School Volunteers was the integration of corporate personnel into SSV programs. In both cases, as the partnerships matured, the focus was broadened to include other partnership elements.

Reaching consensus on the initial partnership focus may be an easy or arduous task. However, some consensus must be reached before a group begins to plan and implement programs. Inviting a third party broker to mediate early partnership formation is often helpful. A neutral party can stimulate discussion, clarify concerns and, in general, help the group establish open channels of communication.

A partnership is a reciprocal enterprise. Although either business or the school may be the primary initiator, both parties must quickly assume responsibility for the partnership's direction, organization and implementation. The partnership requires shared responsibility if it is to provide maximum benefit to its members.

3. Acknowledging Roadblocks

Every partnership begins with some attitudinal barriers that must be worked through by both groups. Some business people are skeptical about the ability of educators to train students for the world of work; likewise many educators are wary of the motives of business people. Moreover, there are real and perceived differences about business and education that require discussion and understanding by both groups.

Attitudinal barriers must be explicitly acknowledged and slowly dissolved. Attitudinal change is slow and difficult but a willingness to experiment and patience are important factors for success. A partnership broker can be extremely helpful in navigating the roadblocks.

4. Participation of Key Decision Makers

The active participation of key decision makers from all sectors is another critical element in successful partnerships. Their support is needed to open the necessary doors and to ensure wide credibility for the partnership efforts at all levels of the organization. The prestige that

top level decision makers add to a partnership is also a powerful success factor. The Regional Expanding Career Awareness Program has the active participation of nine chief executive officers or vice-presidents and nine superintendents on its Industry/Education Advisory Council, the main policy making body for REVAP.

Workable partnerships are often comprised of mid-level management personnel in organizations. If these managers have significant autonomy in decision making on behalf of their home organization, there is little problem. However, often partnerships are frustrated because business or school people lack the autonomy to act and make decisions.

5. Appreciation for Community Match

A partnership must be tailored to match the characteristics of the particular community. A model may be excellent but it may not fit in another location. Unless partnership leaders are sensitive to the history and the way things "really" work in a community, the partnership will not survive. This is a fundamental principle of every partnership experience.

It is unwise to assume that even life long residents know what the community needs and wants. Community needs must be surveyed and studied. Often a formal process is necessary. Partnership people have inventoried existing resources and services, have made lists of influential community people, have anticipated the impact of the partnership on vested interests, and have assessed the opinion of the community about the desirability and direction of the partnership. These factors are crucial in making the initial moves that will tailor the partnership to a particular community.

B. Getting Organized

1. Developing Broad Based Membership

Developing a broad based membership is another key factor in a successful partnership. The involvement of upper-level management personnel is important. Involving a wide spectrum of teaching staff and business employees is equally important because the partnership will require their support and their creative contributions to be effectively implemented.

Involving a diverse sample of people from the partnership organizations significantly improves the partnership's growth and stability. Partnerships work best when they represent the diversity within an organization.

A partnership should also recruit a representative cross section of interests within the community. Often, partnerships that began as coalitions of business and schools have found that the inclusion of a broader constituency such as labor groups, youth service agencies, and government has been an important factor in building credibility, improving effectiveness, and extending impact. The Channel One Program, an extension of the Gloucester Experiment, emphasizes the importance of involving a broad cross section of the community in the planning of partnerships.

2. Leadership and Coordination

Leadership in the partnership is a crucial variable because it will have a tremendous effect on the partnership's ability to set goals, accomplish tasks, and maintain continuity. In general, the leadership of the partnerships is structured in a variety of ways through advisory councils, boards of directors, and executive committees. For example, the Business Education Collaborative structures their leadership through a Board of Directors with a chairperson elected annually. There are many different ways to structure the leadership. Many partnerships have found it necessary to hire a full-time executive director and sometimes a staff. Partnership activities take time and appear to be more successful when those involved are released from some of their job responsibilities to develop the partnerships effectively.

3. Developing Formal Organizations

Many partnerships create formal organizations to facilitate their development. Some partnership efforts are affiliated with established organizations such as the Corporate Action Program of the Springfield School Volunteers and the Education Committee of the Newburyport Chamber of Commerce. Other partnerships establish themselves as independent, private, nonprofit organizations as in the case of the Tri-Lateral Council.

The creativity and credibility that may be derived from formally organizing the partnership is important, but partnership members stress the need for flexibility to meet the changing conditions and needs of the partnership.

4. Appreciating the Time it Takes

The building of a partnership requires a significant amount of skill and patience. All the skill available will not shorten the time it takes for representatives of the various sectors to develop trust and understanding of each other. The implementation of partnership goals requires the support of all the people on which they potentially impact. It takes sustained and patient efforts to build that support.

C. Maintaining Continuity

1. Setting Long and Short Range Goals

Partnerships have to set relevant goals for the members to work towards in order to sustain credibility. Spending time on exploratory discussions in the beginning of the partnership is valuable. But a sense of movement can only be derived from actually working on a concrete project. Setting action-oriented goals fairly early in the partnership's development is essential.

Many partnerships propose concrete goals initially, in order to produce results and enhance their credibility. Other partnerships emphasize a vision of the future. Maintaining a delicate balance between tangible short range goals and more visionary long-range goals appears important to sustaining continuity.

2. Promoting Membership Involvement

Partnerships can only be sustained by the active involvement of all members. Getting everyone involved to the maximum degree is a major variable in successful efforts. Often partnerships use a task force approach to promote membership involvement. Task forces are established to implement projects as in the Business Education Collaborative (BEC) and members participate according to their interests and/or expertise.

Partnerships will not be truly collaborative if one sector or institution assumes major responsibility. This situation will not generate feelings of broad ownership or membership investment in the group. Distributing responsibilities among all the sectors represented in the partnership can prevent this problem.

3. Securing Funds

Many partnerships operate successfully on modest funds. Voluntary and in-kind contributions of skills and material resources are sufficient to provide a foundation for a modest program. LEAP operates totally on a school-funded budget of $1,200 per semester for fifteen students.

Partnership funding sources are varied. Some funding comes from school districts, some from state or federal grant programs, from foundations, community fund-raising and from the private sector. Funding sources often have special requirements and the partnership group should determine whether a potential funding source can unite rather than splinter the total effort. If the partnership feels "owned" by the funding source, the financial support may not be worth it.

Ideally, funding support should come from every sector involved in the partnership because this will help stimulate commitment from those involved. Reliance on local funding sources also provides a sense of stability which is important to partnership growth. Finally, multiple funding sources allow a partnership to continue, should one funding source dissolve.

4. Establishing Community Credibility

To establish credibility, a partnership must demonstrate support from the community. Here, the involvement of all the partnership members is crucial since each can use their contacts to forge alliances with other local institutions and to maintain links with important community leaders. Unanimous support by various community sectors is rarely available at first. Partnerships which concentrate on filling a community need through a successful project can often secure the credibility they need to sustain interest and support. The Channel One project, for example, emphasizes a community needs assessment in its planning process. Partnership projects then respond to the identified community need.

The partnership should see itself linked to other community organizations and begin to make those links visible. Staying sensitive to local political realities can mean the difference between a partnership that grows and one that cannot survive. Participants indicate that the partnerships that fare best are those that can demonstrate neutrality and responsiveness to diverse interests.

Conclusion

These are just a few of the elements that contribute to successful partnerships. Each partnership will develop its own character, but one thing we know for certain: the wheel has been invented, and it works well. Certainly, constraints exist and impinge on the efforts of us all. However, this handbook provides strong evidence to suggest that developing partnerships is an important way to promote cost-effective and educationally sound community education.

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Organizational Sources

1. *The President's Task Force on Private Sector Initiatives* A task force mandated by President Reagan which operated from December 1981 to December 1982. Among the promising outcomes were:
   a. *Partnerships Dataline USA* - A computerized collection of more than 2500 examples of public/private partnerships. It is run by a coalition of organizations and, at this writing, is not in full operation. The address is:
      Partners for Livable Places
      1429 21st St. N.W.
      Washington, D.C. 20036
      Toll Free (800)223-6004 In N.Y. state, (212)730-7930
   b. *The Education Commission of the States of the National Task Force on Education for Economic Growth* - An outgrowth of the President's Task Force, which will continue its work. It is chaired by Gov. James Hunt of North Carolina. For additional information contact:
      Dr. Robert Andringe
      Executive Director of ECS
      1860 Lincoln St., Suite 300
      Denver, CO. 80295

2. *National Alliance of Business* (NAB) - An organization long involved in the support and institutionalization of industry-education cooperation. Its mission is to increase private sector support, training, and job opportunities for the economically disadvantaged and the long term unemployed. For more information, contact:
   NAB
   1015 15th St. N.W.
   Washington, D.C. 20005
   (202)457-0040

3. *National Association for Industry-Education Cooperative* (NAIEC) — An organization founded in 1964 by a coalition of industry people and educators to help bring industry and the schools together to improve the quality of education at all levels. Developing local Industry-Education Councils has been a key programmatic development of theirs. Some of their publications include:
   —"A Handbook: How to Plan a Community Resources Workshop."
   —"A Handbook: Industry Education Councils."
   —"A Guide for Evaluating Industry-Sponsored Educational Materials."
   For these publications and more information, contact:
   NAIEC
   235 Hendricks Blvd.
   Buffalo, N.Y. 14226
   (716)833-6346/846-4191

4. *Northeast Industry Education Labor Alliance* (NIELA) — An organizational affiliate representing the northeastern states. It focuses on the establishment of public/private sector cooperation to deal with issues such as long range economic integrity and a better relationship between education and economic development. It publishes a newsletter called "News: The Northeast Review" and cosponsors conferences to address pertinent issues. For more information, contact:
   NIELA
   P.O. Box 2203
   Springfield, MA 01101
   (413)781-1185

5. *Chamber of Commerce — Local level organizations — supported by the national level organization's efforts to foster school-business partnerships. Films and support material are available.*

6. *Private Industry Councils* (PICS) — Local organizations which were mandated developments of the CETA (Comprehensive Employment and Training Act of 1977) to help carry out the CETA mission. They are often involved in school to work transition efforts.

7. *National Institute for Work and Learning* (NIWL) — Formerly the *National Manpower Institute* (NMI), founded in 1971 by Willard Wirtz. This organization has sponsored a major research project called the Industry-Education-Labor Collaboration Project and has produced numerous publications on this and related topics.
   For more information contact:
   NIWL
   1302 Eighteenth St. NW
   Suite 501
   Washington, DC 20036
   (202)887-6800

8. *Jobs for America's Graduates* (JAG) — A comprehensive program to aid in the school to work transition. A model program was implemented in Delaware in 1980 and is now started in Massachusetts, Missouri, and Tennessee. For more information contact:
   JAG
   Suite 304, 1750 Pennsylvania Ave., NW
   Washington, D.C. 20006
   (202)638-2958

9. *Channel One* — A national model based on the Gloucester Experiment, a program begun in 1970 which involved business, community and school in the creation of an experiential education program for youth. The twin focus of the program was to address social problems as well as foster community development. Channel One, as it is now called, has been expanded with similar programs operating across the nation. *A Facilitator's Guide to Channel One Programming* is available. For more information, contact:
   The Channel One Clearinghouse Corporation
   Box 8, Lanesville Station
   Gloucester, MA 01930

10. *Project Share* — A national clearinghouse for improving management of human services which provides resource information on a wide array of topics. A newsletter, "Sharing", is also published. (March-April issue devoted to Public/Private Sector Interaction). For more information contact:
    Project Share
    P.O. Box 2309
    Rockville, MD 20852
    (301)251-5170

11. *Volunteer: The National Center for Citizen Involvement* — An organization which networks information on volunteer efforts around the nation. A newsletter, *Volunteering*, is published. (See April 1983 issue for information about business-school linkage.) For more information, contact:
    Volunteer
    P.O. Box 4197
    Boulder, CO 80306

For more information, contact one of the Regional Education Centers listed below:

Central Massachusetts Regional Education Center
West Boylston, MA 01583
(617) 835-6267

Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181
(617) 431-7825

Northeast Regional Education Center
219 North Street
North Reading, MA 01846
(617) 727-0600

Northwest Regional Education Center
Mark Hopkins Hall
Church Street
North Adams, MA 02147
(413) 664-4511

Southeast Regional Education Center
Lakeville State Hospital
P.O. Box 29
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Greater Springfield Regional Education Center
88 Massasoit Avenue
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(413) 739-7271